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ABSTRACT

The regional service center in Austin has implemented a bilingual program serving elementary-age children in 3 locales. During its 2nd year of operation, the program served 5 pilot 1st-grade classes and 5 pilot 2nd-grade classes, providing innovative materials, consultants, and in-service activities to guide teachers in developing a cohesive bilingual curriculum in each grade. The program included the use of in-service activities, parental involvement activities, educational materials, evaluation design, and teacher-child behavior measures. All components of the program were evaluated, with students' cognitive development tested in the areas of English reading, math, and language and in Spanish reading and language. Students' affective development was tested in the areas of attitude towards the Mexican and Anglo cultures, towards school, and for self concept. Test results showed that bilingual classes significantly excelled comparison classes in the area of oral language comprehension in both English and Spanish. Recommendations included a change toward more criterion-referenced testing. (Author/PS)

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EVALUATION REPORT

REGION XIII BILINGUAL EDUCATION PROGRAM

EDUCATION SERVICE CENTER

REGION XIII

AUSTIN, TEXAS

AUGUST 1971

Project Number DPSC 97-94

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ABSTRACT

Bilingual Education in Action: Second Year Report
Region XIII Education Service Center
Austin, Texas

Initiated in 1969, the regional service center in Austin has implemented a bilingual program serving elementary-age children in three locales, including a center-city "barrio", a semirural suburban area, and the central Texas town of Lockhart. During its second year of operation, the program served 5 pilot first grade classes and 5 pilot second grade classes, providing innovative materials, consultants, and inservice activities to guide teachers in developing a cohesive bilingual curriculum in each grade. Included in the report are descriptions of in-service activities, parental involvement activities, materials utilized, evaluation design, teacher-child behavior measures (Using Flanders, Teacher-Child Dyadic Interaction, and CASES), aides' activities, and test results. All components of the program were evaluated, with students' cognitive development tested in the areas of English reading, math, and language, and Spanish reading and language. Students' affective development was tested in the areas of attitude towards the Mexican and Anglo cultures, towards school, and for self concept. Comparison groups were used in all locales in both grades, with IQ measures and home interview results providing a basis for comparing the groups at the first of the year. Measures of cross-cultural attitudes, attitude for school, and self concept were project-developed and are included in the report. Test results show bilingual classes significantly excelled comparison classes in the area of oral language comprehension in both English and Spanish. Recommendations include a change toward more criterion-referenced testing, especially for the highly individualized classrooms where assessment of each child's progress in all areas of concern has presented the greatest challenge for teachers.

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Chapter I: Description of Program

1. Introduction

In evaluating an educational program at year's end, a description of the program and its goals, the people it serves, and the changing "character" of the program are essential aspects in providing a comprehensive review.

The first chapter reviews the history of this bilingual program, with its original objectives and a review of the first year. The description of the participants involved includes the locales where the schools have operated, the schools themselves, and data derived from home interviews with parents of both program and comparison classroom children. To provide a feeling of what new things have happened since the first year, the chapter includes a description of the changing character of the program.

Thus this first chapter is designed to aid the reader in interpreting the results that follow. One can pay particular attention to the results from the school and classrooms which most interest him and concern his needs, or which most nearly match his situation.

2. Program History

Original Objectives -

This bilingual program was originally funded for the 1969-70 school year, designed to be a five-year developmental project through Region XIII Education Service Center, Austin, Texas, in cooperation with at least three school systems in the thirteen-county region served by the Center. As stated in the Service Center's book of program descriptions, the original long range objectives of the program are:

- To develop model elementary bilingual programs, grades 1-6 in at least three elementary schools in Region XIII (5 years)
- To promote an understanding of the concept of bilingual education and the need for its implementation
- To provide technical assistance to schools in the Region regarding the implementation of bilingual education

- To develop parental involvement activities that will be meaningful to parents and that can be replicated in other communities

- To identify, use, and evaluate a wide variety of instructional materials to determine those most effective for use in Central Texas schools and to modify these materials when necessary

- To determine what is the culture of the Central Texas child and to create an appreciation of this culture on the part of the child

These objectives, of course, have guided the program's development, as reflected in the descriptions of the program staff's activities, the evaluation design, and the plans for the coming year.

Review of first year

In order to achieve the long range goals, the program started the fall semester, 1969, with five first-grade classes, two in an Austin public school, one in a parochial school in a semi-rural section of Austin, and the other two in the elementary school in Lockhart, Texas. After a year of many lessons learned by all involved, the second year program was expanded with the addition of five new first grades in the same schools as well as following through with those first year participants who were entering the second grade. Thus the five year plan has moved ahead on schedule, as each year a new set of first graders will enter as the first five classes and all entering since advance one grade. Each year a new level bilingual curriculum is implemented with the original five classrooms of children.

The first year was a success in that the many problems which were encountered that year were dealt with and have made the program staff able to move ahead with confidence toward the long range objectives in all areas. In the descriptions of each staff member's activities the reader will find evidence of changes implemented since the first year as well as those planned for the future.

3. Description of Participants

The evaluation of an educational program would be next to meaningless without a presentation of the characteristics of its participants. This program has served schools in three different locales, involving three different school administration offices and three different sets of children.

Locales

The three different locales involved in the bilingual program include a center-city area composed of housing projects and some individually owned homes, a suburban, near-rural neighborhood of the same city, and a rural, central-Texas town. All locales are from 200 to 250 miles from Mexico.

Locale 1, the center-city area, includes an almost completely Mexican-American area, bordered by concentrations of blacks on a number of sides, a major highway on another, and a river on another. The population of the school is over 99% Mexican-American, with about equally small numbers of blacks and Anglos making up the balance.

A particularly interesting characteristic of the neighborhood is the recreation center which sponsors numerous cultural events, especially events relevant to the Mexican-American, including weekly open-air band concerts in the summer, sports activities throughout the year, and numerous presentations by special interest groups. In a drive through the area, one may notice many advertisement signs in Spanish, including a number of tortilla factories, Mexican-style bakeries, and small neighborhood groceries. A number of housing projects are close by the school, but there are also many individual homes in the area, most of them apparently built at least two decades ago.

A visit in a home in Locale 1 typically is set with a radio playing a tune in Spanish, a medium to large size family, and of course the vibrant interpersonal warmth between family members. The variation between families, however, is probably the most valid characteristic which can be written to describe their lifestyle, making the "typical" home a rather elusive idea.

Businesses in the area do usually advertise in Spanish as well as English and a number of periodicals in Spanish are evident in homes as well as in the shops. From casual observation, then, Locale 1 is what is known to many as a "barrio", an area where Mexican-Americans can find friendly ears to their way of speaking and understanding friends for their way of life.

Locale 2, a suburban area of the same city as Locale 1, appears to be in a state of rapid change, while holding on nevertheless to much of its Mexican-American population and its semirural atmosphere. In the past three years, Locale 2 has seen the building of numerous new homes (an FHA project), a widening of its main street from a narrow two way to a broad four-way thoroughfare, and the influx of a number of airforce personnel and other lower middle income Black and Anglo families. Before this time it had been an isolated barrio consisting of many migrant families and local workers, with some Black families on its fringe closest to the city. The primary agent of change in the community has been the local Catholic parish priest, who has solicited the help of a number of agencies, including FHA, Model Cities, and, of course, the education service center administering the bilingual program.

The neighborhood presently is an area of many contrasts. ancient shanties are within a block of new brick front homes with central heat and air. Soon after leaving the broad new thoroughfare, dirt streets filled with playing children confront the casual visitor. Few advertisements are seen in Spanish, and a number of new franchised businesses are being built or have opened in the past three months.

The degree of variation between lifestyles in Locale 2 is even more striking than in Locale 1. Often children who live in three or four room homes befriend and visit children who live in three bedroom homes with central heat and air. A visit in the home of Mexican-Americans in Locale 2 might as often be set to rock music and bright posters as to Spanish music and the sound of children playing. A parents' meeting, for example will often find men wearing multicolored jeans interacting with those in khakis and work shirts. Locale 2 is truly an area of contrasts, often even within the same family, at times seemingly within the same child.

Locale 3 includes a central Texas town of about 5000, along with numerous individual ranch and farm homes for miles around. Since there is only one elementary school in the town, Locale 3 is the one project area where the town's ratio of all races is reflected in the school population. The percentages of Mexican-American, Black and Anglo children are about 61%, 11% and 28%, respectively, based on the students in this year's bilingual and comparison classes. There is a fairly effective segregation within the town, as each race has its own geographic "region." Children from the farms, of course, are segregated due to their relative isolation.

The range of lifestyles of the families naturally is quite varied. Many families live in the town, but work thirty-five miles away in the same city where Locales 1 and 2 are. Thus the occupations of the parents of Locale 3 children also vary considerably, from migrant farm workers to the owners of all sizes of businesses. In the interviews which the evaluator conducted, Anglo parents of bilingual children eagerly spoke of changes in their feelings toward Mexican-Americans as a result of their bilingual involvement. The feeling also was communicated though of cautious waiting to see the results in the usual areas of concern, i.e. English reading, math, and language development. Locale 3 is a region where positive changes are taking place with more understanding and appreciation seemingly taking place between all races.

Schools involved

School 1, in Locale 1, is a part of the Austin public school system, and resembles in some ways a "traditional" public school. In most ways, however, the resemblance is purely superficial. The principal of School 1 was chosen Austin's delegate to the 1970 President's Council on Youth, reflecting the degree of her involvement in working for positive changes for the children of her locale. She is a Mexican-American herself, and has been a staunch supporter of bilingual education from its beginning in her area. She has also supported many in-service workshops for her teachers, including English as a second language and appreciation for the Mexican American culture.

The two first grade bilingual classes at School 1 were team-taught this year, with one teacher, teacher 2, using English all day, and the other, teacher 1, using Spanish all day. At midday, they would switch children, the first semester with one group in the morning. Thus, half of the children in School 1's bilingual first grade classes had Spanish instruction in the morning during the fall semester, and English in the afternoon. During the spring semester, these same children received English instruction in the morning and Spanish instruction in the afternoon. Both first grade and second grade comparison classes in School 1 were self-contained classrooms taught by first grade teachers 7 and 8, as were the second grade bilingual classes, taught by teachers 5 and 6.

A crucial point in interpreting much of the data is the fact that all first and second grade classrooms at School 1 observed the bilingual television program "Carrascolendas" three times a week from January to May. For a more comprehensive view of this source of "treatment contamination" one should see the evaluation report on "Carrascolendas" prepared by the Center of Communications Research at the University of Texas at Austin.

School 2, located in Locale 2, uses rooms in a large gymnasium-like building which also serves for bingo, dances, community group meetings, political speeches, etc. The first half of the year the school was a prt of the local parochial school system. In January, however, the parents, teachers, principal, and board of directors of the Community Center voted to break from the church and become a "community school" rather than parochial. Thus, School 2 is in a state of change, as in Locale 2, in many respects.

The first and second grade classes, taught by teachers 9 and 10, began together this year to implement a highly individualized curriculum patterned after the Montessori approach, using materials and practices learned from a 3-week summer training institute held in Austin by Sister Edna Ann Hebert of the Dominican Montessori School in Houston. After a turbulent first six weeks marked with classroom rearrangement, last -minute material development, and many teacher-parent meetings, the classrooms have appeared to be working examples of a bold new approach to education. Among School 2's problems has been a flood of visitors (over 250 from December to May) from all parts of the country. An Asset, in the form of University of Texas volunteers, Special Education interns, and researchers from many University departments, proves also to be a serious source of contamination in the treatment analysis. It is doubtful that any other program could amass the resource people found in the classrooms of School 2 on a daily basis.

School 3 is the public school serving the same locale as School 2. In asking for comparison classes, the evaluator specified that they should be as "typical" as possible, resulting in the assignment of teachers 11 and 12 as comparison teachers. Although it would have been helpful to observe the comparison classes more, all that any principal would concede to was to allow testing and to cooperate with interviewers in seeking data on families from the school files.

School 4, in Locale 3, is the only elementary school in the central Texas town mentioned before, with an appropriate racial distribution in its classes, apparently corresponding to the distribution of races in the town. This gives School 4's results special significance in that they can be generalized to many other situations where rural schools serve a variety of children.

Both the first and second grade bilingual classes of School 4 were team taught, using the same "switching" technique as was employed by the bilingual first grade teachers of School 1. English instruction was conducted by teacher 14 in the bilingual first grade and by teacher 17 in the bilingual second grade. Spanish instruction was by teacher 13 in the first grade and teacher 18 in the second grade. The comparison classes, for the first grade only, were each self-contained classrooms, taught by teachers 15 and 16. Appropriate comparison classes for the second grade could not be found, since this group of children were chosen for the bilingual program its first year on the basis of their relevant need for special attention because of an English language deficiency. This group's success is interesting, however, in view of its relevant success to comparable groups in the past, which characteristically spent from one to three years repeating the first grade, until they could understand enough English to be advanced.

All bilingual classes and teacher 15's comparison class viewed "Carrascolendas" on a regular basis.

Home interview results

Home interviews (Appendix 1) were conducted with bilingual and comparison classroom parents. The interviews, conducted by interviewers who were familiar with their neighborhoods, allow for a number of relevant comparisons to be made in each locale between bilingual and comparison classroom children. The data for all bilinguals and comparison groups by grade (except for locale 3's bilingual second grade, for which there was no comparison group) also gives the reader an idea of the overall population served by this program. The bilingual second grade classes at school 4 are evaluated in light of the same group's first year's results. The reader may also want to make comparisons across locales, which should be done, however, only while considering the differences between locales cited here.

The discussion of the home interview results focuses on the similarities and significant differences between bilingual and comparison groups in each grade in each locale and for each grade with all locales together. The discussion is presented by variable, with the data of Tables 1 and 2 covered first, then Table 3.

Tables 1 and 2 concern the first and second grade groups of locales 1, 2, and 3. By variable, then, the groups are compared:

- Variable 1 - In all groups except for the bilingual second grade in locale 3 (85%) close to 95% of the families had a television set in the home.
- Variable 2 - In all groups except for the first grade comparison group in locale 1 (41%) over 50% of the families received the educational television channel.
- Variable 3 - There was considerable variance in the percentage of families who watch Spanish television programs, from 22 to 63%, with most groups, however, having around 40% answer yes.
- Variable 4 - The range of the percentage of families who keep Spanish language publications in the home was quite wide, with three groups, all in locale 3, registering none, and the other locales registering from 10% to 40%. In locale 1, 36% of the bilingual first grade families kept them while only 14% of the

comparison families did. In locale 2, both first and second grade comparison families kept them in the home more (42% to 17% in the first grade, 29% to 10% in the second).

- Variable 5 - Except for the locale 3 groups, which all had around 35% of the families speaking English in the home to relatives, the bilingual classes had a larger percentage of families where English was spoken to relatives, with bilinguals at about 80-90% and comparisons at about 60% (except for locale 1's second grade comparison, which also had 80%).
- Variable 6 - It is apparent from the results that parents of both bilingual and comparison students, except for locale 3, spoke English about 50% of the time at home to relatives. Respondents from locale 3 again averaged about 30% of the time. Locale 1's comparison group in the second grade spoke English significantly larger percentages of time than did the bilingual second grade at locale 1 (57% to 43%).
- Variable 8 - Although most of the groups show parents speaking English to their children around 50-70% of the time, the difference between the comparison and bilingual second grades of locale 1 was significantly different, with comparison families speaking English 65% of the time and bilinguals only 49% of the time.
- Variable 9 - With the exception of the bilingual classes of locale 2, all groups were very close to second generation removed from Mexico. Locale 2's parents are, on the average, over 3 generations removed. (Generation removed is figured on the basis of the children of the 1st immigrant being the 1st generation removed; those with no Mexican ancestry are not averaged in).
- Variable 10 - With the exception of the first grade at locale 1, all bilingual groups interviewed felt they understood the bilingual approach better than the comparison groups did.
- Variable 11 - With the exception of the second grade at locale 2, all bilingual groups interviewed agreed with the bilingual approach more than the comparison groups did.

- Variable 12 - Although no bilingual and comparison groups are significantly different, the range of number of children in the family runs from 3.9 in both first grade locale 3 groups to 5.4 in the bilingual second grade class in locale 2.
- Variable 13-17 - Number of children in each group is quite stable across locales, except that the number of older siblings (10-12th grade) drops drastically in locales 2 and 3 in the second grade bilinguals, and the number of younger siblings (preschool) drops drastically in both comparison and bilingual first grade classes in locale 2. Otherwise the number is stable around 1.5 children per family in each group.
- Variable 18 - The percentage of families who listen to Spanish language radio stations is consistently high across all groups in all locales, except for the comparison group in locale 2 (58%), ranging from 73% in both locale 1 comparison groups to 95% for the second grade bilingual class in locale 3.
- Variables 19-21 - The only groups which show great differences between comparison and bilingual groups in the preschool experiences of the child is in the first and second grades at locale 2. Otherwise it appears the preschool experiences were quite similar, with the children of over 45% of each group having attended headstart, and from 27-45% attending a special summer preparation. (Except in locale 3, where 83-90% of the children attended a special summer preparation program).
- Variable 22 - Average education level for the head of the family was relatively stable for all groups involved, around 3.5 on the scale seen in Table 4 . The bilingual first grade class at locale 3 was significantly lower than its comparison group, however. The only group with an average education level lower than 4 was the second grade bilingual at locale 3, which, of course, had no comparison group.
- Variable 23 - The average education level for the other family supporter was very similar to the education of the head of the family in all groups with the bilingual first grade class at locale 3 again significantly lower than its comparison group.

- Variable 24 - The occupation level of the head of the family is quite stable for all bilingual and comparison groups except for the bilingual first grade group at locale 3 which is significantly lower than its comparison group. Otherwise, the average occupation level is close to a 4.5 on the scale contained in Table 4 .

- Variable 25 - Again, the average occupation level of the other family supporter is similar between the groups compared, except for a significantly lower level of occupation for the bilingual 1st grade at locale 3.

- Variable 26 - Despite a lot of variance across all groups, the only apparently large differences in the percentage of families with one parent at home are between locale 2's second grades (bilingual - 23%; comparison - 11%) and locale 1's first grades (bilingual - 15%; comparison - 41%). All groups in locale 3 had only 4 or 5% of families with one parent at home, while the others had around 20 or 30% with one parent.

Thus it appears that within all locales the groups are fairly similar on such relevant variables as exposure to the Spanish and English languages, size of family, and socio-economic status. Where the differences are significant, they are clearly cited so that the reader may look at the test results for the separate locales with a more discerning eye.

As one might expect, the lumping of all groups together eliminates a lot of the significant differences found in the separate locales. From Table 3 , one can see that the only differences between means which are statistically significant are a difference between the generation removed from Mexico for second graders (2.6 - bilingual; 2.2 - comparison) and differences between both grades in understanding of and attitude towards the bilingual approach. This should aid the reader also in interpreting the test results contained in chapter 3.

Illustration 1

Home Interview Variables

1. TV in home?
2. Educational channel received?
3. Spanish language television programs watched?
4. Spanish language publications in home?
5. English spoken in home to relatives.
6. Percent of time English spoken to relatives.
7. English spoken in home to children?
8. Percent of time English spoken to children?
9. Generation removed from Mexico.
10. Understanding of bilingual approach.
    1 = no understanding   5 = complete understanding
11. Attitude towards bilingual approach.
    1 = disagrees completely   5 = agrees completely
12. Total number of children in the home.
13. Number of children of preschool age.
14. Number of children in grades 1-3 (or of same age).
15. Number of children in grades 4-6 (or of same age).
16. Number of children in grades 7-9 (or of same age).
17. Number of children in grades 10-12 (or of same age).
18. Spanish language radio stations listened to?
19. Did child attend Headstart?
20. Did child attend special summer preparation?
21. Did child have other preschool education?
22. Education level of head of family. See Table 4 for code.
23. Education level of other family supporter. See Table 4 for code.
24. Occupation of head of family. See Table 4 for code.
25. Occupation of other family supporter. See Table 4 for code.
26. Number of parents or guardians at home.

- For all questions with ?, % of yes answers is expressed.
- For all statements with a period, mean value of response is expressed.

Home Interview Results
First Grade Classes

Table 1

Variable	Bilingual Groups			Comparison Groups		
	N=39	N=23	N=34	N=22	N=19	N=12
	Locale 1	Locale 2	Locale 3	Locale 1	Locale 2	Locale 3
1	95%	96%	94%	100%	100%	100%
2	54%	78%	88%	41%	58%	75%
3	36%	43%	53%	50%	63%	33%
4	36%	17%	0%	14%	42%	0%
5	82%	83%	35%	73%	63%	42%
6	50%	66%	27%	57%	56%	32%
7	87%	96%	79%	86%	84%	50%
8	56%	78%	70%	61%	82%	42%
9	2.3	3.2	2.3	2.1	2.1	2.0
10	3.5	4.2*	4.6	2.7	2.3*	-
11	4.6*	4.8**	5.0	3.0*	4.3**	-
12	4.3	5.0	3.9	5.0	4.2	3.9
13	1.8	0.2	1.9	1.7	0.1	1.5
14	1.9	1.7	1.5	2.0	1.3	1.6
15	1.5	1.7	1.2	1.6	1.5	1.4
16	1.1	1.6	1.5	1.3	1.0	1.6
17	1.0	1.2	1.0	1.4	1.0	1.3
18	85%	87%	85%	73%	74%	83%
19	62%	78%	85%	45%	53%	83%
20	38%	78%	85%	27%	5%	83%
21	18%	30%	6%	36%	5%	0%
22	3.5	3.2	3.6	3.5	3.2	3.8
23	3.6	3.1	3.5	3.8	3.2	4.1
24	4.9	4.4	4.3	4.9	4.7	4.3
25	4.9	5.2	4.8	5.5	5.8	4.4
26	15%	16%	5%	41%	21%	4%

.N=number of interviews completed.
.%'s = % of respondents who answered yes to question.
.Numbers with decimals are mean values of responses given.
.- = no responses from those interviewed.

*Difference between means significant at .01 level.
**Difference between means significant at .05 level.

.See Illustration 1 for descriptions of variables.

Table 2

Home Interview Results
Second Grade Classes

Variable	Bilingual Groups			Comparison Groups	
	N=36	N=20	N=41	N=44	N=17
	Locale 1	Locale 2	Locale 3	Locale 1	Locale 2
1	94%	100%	85%	98%	100%
2	53%	85%	78%	59%	65%
3	47%	45%	22%	39%	41%
4	19%	10%	0%	20%	29%
5	81%	95%	34%	80%	59%
6	43%**	73%	30%	57%**	49%
7	97%	90%	76%	84%	82%
8	49%**	74%	68%	65%**	70%
9	2.3	3.0	2.4	2.2	2.2
10	3.9**	4.4*	4.8	3.0**	2.4*
11	4.6*	4.7	4.9	3.3*	4.1
12	5.2	5.4	5.0	4.8	4.4
13	1.3	1.0	1.5	1.6	1.7
14	2.1	1.9	1.6	1.8	1.5
15	2.0	1.7	.7	1.5	1.7
16	1.3	1.8	.5	1.5	1.5
17	1.2	.2	.3	1.6	1.3
18	89%	80%	95%	73%	58%
19	50%	55%	98%	66%	47%
20	33%	60%	90%	45%	0%
21	8%	30%	0%	16%	0%
22	3.9**	3.9	4.3	3.3**	3.9
23	4.2*	3.4	4.2	3.3*	3.6
24	5.3*	4.2	5.1	4.5*	4.8
25	5.4**	5.3	5.4	4.5**	5.2
26	22%	23%	5%	30%	11%

.N = number of interviews completed.

.See Illustration 1 for descriptions of variables.

*Difference between means significant at .01 level.

**Difference between means significant at .05 level

.%'s = % of respondents who answered yes to question (except for variable 26, which is % of families with one parent)

.Numbers with decimals are mean values of responses given.

Home Interview Results
All Locales

Table 3

Variable	Bilingual Groups		Comparison Groups	
	N=96	N=56	N=53	N=61
	First Grade	Second Grade	First Grade	Second Grade
1	95%	100%	96%	98%
2	72%	55%	64%	61%
3	44%	51%	46%	39%
4	19%	21%	16%	23%
5	66%	62%	86%	74%
6	64%	55%	75%	64%
7	86%	77%	95%	84%
8	76%	58%	75%	67%
9	2.5	2.6**	2.1	2.2**
10	4.1*	4.1*	2.5*	2.9*
11	4.8*	4.6*	3.5*	3.5*
12	4.3	5.3	4.3	4.7
13	1.8	1.2	1.6	1.6
14	1.7	2.0	1.6	1.7
15	1.4	1.9	1.4	1.6
16	1.4	1.5	1.4	1.5
17	1.1	1.3	1.3	1.6
18	85%	75%	86%	70%
19	74%	57%	52%	62%
20	65%	32%	43%	33%
21	17%	17%	16%	11%
22	3.5	3.9	3.5	3.4
23	3.5	4.0	3.6	3.4
24	4.5	5.0	4.6	4.6
25	5.0	5.4	5.2	4.7
26	10%	21%	23%	25%

.N=number of interviews completed.
.See Illustration 1 for descriptions of variables.

*Differences between means significant at .01 level.
**Differences between means significant at .05 level.

.%'s = % of respondents who answered _yes_ to question.
.Numbers with decimals are mean values of responses given.

Table 4

OCCUPATIONS AT THE SIX STATUS LEVELS FOR MALES AND FEMALES

	Males	Females
Level 1	Medical Doctor	Medical Doctor
	Lawyer	Lawyer
	University Professor	University Professor
	Big Business Manager	Big Business Manager
	Government Department Head	Government Department Head
Level 2	Accountant	Accountant
	High School Teacher	High School Teacher
	Army Captain	Social Worker
	Office Manager	Dress Designer
	Insurance Agent	Insurance Saleswoman
	Farmer - owns farm	
Level 3	Traveling Salesman	Trained Nurse
	Bank Clerk	Bank Clerk
	Army Sergeant	Primary School Teacher
	Owner of Small Grocery	Laboratory Technician
	Bookkeeper	Secretary
	Policeman	
Level 4	Carpenter	Typist
	Mechanic	Dressmaker
	Electrician	Telephone Operator
	Shop Clerk	Shop Clerk
	Tailor	Teacher Aide
	Cement Finisher	
Level 5	Factory Worker	Factory Worker
	Truck Driver	Usher in Theatre
	Waiter	Hospital Attendant
	Barber	Waitress
	Soldier	Beauty Operator
	Butcher	
	Oil Field Worker	
Level 6	Janitor	Domestic Servant
	Street Sweeper	Baby Sitter
	Dock Worker	Laundry Worker
	Day Laborer	Dishwasher
	Night Watchman	Washroom Attendant
	Service Station Attendant	Cook
	Baker	
	Farmer - works for someone	

SIX STATUS LEVELS FOR EDUCATION

1. Some University
2. High School Graduate
3. 8th - 11th Grade
4. 4th - 7th Grade
5. 1st - 3rd Grade
6. None

4. Summary

Changes This Year

The changes instituted in the bilingual classroom this year ranged from a particular emphasis on oral language development to a drastic increase in the individualization of the teaching process. Also included were such changes as increased emphasis on the child's Mexican heritage, a more extensive evaluation process, and the regular use of a bilingual television program.

Beginning with the week-long orientation program in August, the program director has put a strong emphasis on oral language development in both English and Spanish. This emphasis was reflected in the choice of new materials which went into each classroom, the number of presentations made by the children using songs and dances in both languages, and by the predominant topic of discussion between the director and project teachers during classroom visits.

Each classroom received and used tape recorders, record players, and various other media devices to expose the students to the sound and usage of both languages in many different situations. The children in school 2's classes in particular appeared to be involved on a regular basis with oral language development, as indicated by the large percentage of time spent in appropriate social interaction and self-directed activity (usually using individual recorders or the listening posts) during observations made by university students using the CASES system (Table 5 and Illustration 5 and 2).

The development of oral language comprehension was no doubt fostered to a great extent also by the regular viewing of a bilingual television program, "Carrascolendas," from January to May. These programs were viewed three times a week for a half hour each, often followed by other activities which complemented the program. For a thorough review and evaluation of this television program, see Carrascolendas: Evaluation of a Bilingual Television Series prepared by the Center for Communications Research at the University of Texas at Austin.

Besides the exposure to the cultural heritage of the children of the Southwest included in "Carrascolendas," a variety of materials and classroom programs were used to convey an acceptance and appreciation for the two main cultures. Bulletin boards characteristically were evident in both languages in the classroom, as were the books, games, and other media made available to the children.

Through the orientation, in-service activities, and individual conferences, the teachers were exposed this year to an extensive evaluation process, particularly in the area of teaching behaviors. All teachers were exposed to the Flanders and CASES systems. All teachers received extensive training using Flanders, including numerous sessions with Dr. Ben Harris of the Education Administration department of the University of Texas at Austin. Teachers were exposed to the CASES system through an afternoon of an in-service program where a trained observer demonstrated its use on a video-taped classroom, and Dr. Ed Emmer of the Research and Development Center for Teacher Education related the results to the problems of dealing with various types of "troublemakers" in the classroom. The Teacher-Child-Dyadic Interaction system was presented to the four teachers of locale 3, through individual feedback sessions with the evaluator.

The search for valid measures of teaching behavior has been made especially difficult by the tremendous change in the degree of individualization, especially at School 2. When most of the learning activity is centered around materials or between individual children, such measures as the teacher's style of verbal interaction show only a portion of the significant learning procedures which are occurring. Thus the CASES system has allowed for a more comprehensive and appropriate evaluation to be made of the important behaviors of those in the classroom, by focusing only on the individual child. This system was used effectively this year to capture the kinds of activities which were observable in the classrooms of teachers 9 and 10. This data is presented later under teachers' activities (Table 5) in chapter two, which will give the reader an idea of why these classrooms have made an impact on the other program teachers as well as on the many school administrators, teachers, and students who visited them this year.

Present nature of the program

At this stage it appears that after two years of development, a cohesive, highly individualized first grade bilingual program will be ready for implementation in the fall. Teachers have integrated well the content of the pre- and in-service training, along with their experiences in the classroom with many different children and various materials and approaches. The problem areas of English reading and math have been recognized and are being attacked primarily through intensive preschool summer preparations for the incoming first graders.

The second grade curriculum is at this stage nearing the point where teachers know what materials will work towards what objectives, and have identified those areas where they have found their curriculum lacking. Thus the second grade teachers are close to a cohesive bilingual curriculum, but are well aware of their needs for the coming year and these no doubt will be met with the cooperation and help of the program staff.

Both first and second grade teachers are now fully aware of the expectations of the project director in terms of teaching behavior, and all classes have moved drastically towards the more highly individualized classroom.

Implication of changes for next year

The changes seen this year, particularly in the area of individualization of instruction, should become even more evident in the classrooms in the coming year. Although some needs in the areas of English reading and math skills have been identified and will be dealt with, the philosophy of the Montessori approach has no doubt made a lasting change in the teaching practices of this program's teachers. Teachers have shown a sincere understanding and will to practice the idea of ordering the classroom experience to meet the needs of their children rather than ordering the children to meet the needs of the classroom.

Chapter 2: Process Evaluation

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INTRODUCTION

In order to provide the reader with a basis for understanding the processes by which the program has acheived its results, each program staff member's activities are described and evaluated. Each teacher's activities are described and evaluated, using techniques to fit the particular situation of each school. Teacher aides' activities are described and then evaluated, both by the teachers and the aides themselves.

Descriptions of the activities of each member of the program staff include the major acheivements, details of routine work, and the inevitable disappointments. Often activities overlap, as when the materials specialist provides materials for the parental involvement program, or the evaluator provides part of an inservice program. Descriptions of teachers' activities are included, for the most part, in classroom observation reports, which are also used to evaluate teacher performance.

The evaluation of each staff members' activities includes feedback from teachers, parents, and principals involved in the program. Using the Management Evaluation Sheet (Appendix 2), the different components received ratings on a semantic differential scale and suggestions from open-ended questions. Evaluation for teachers' performance is reported through results of classroom observations made by the project director, evaluator, or trained University of Texas students. Reports of teacher aide performance come from evaluations made by both teachers and aides themselves. Thus, the workings of the program are seen through the descriptions of the various activities of the project staff, teachers, and aides. The difficult question of how much each component contributed to the success of the program, however, is left to the reader's interpretation of the evaluations presented.

Project Director's Activities

The program director coordinated all the staff activities, worked with principals, aides and teachers. Principals were kept informed of all program activities at all times. Conferences were held with each one every week before or after visitations in the project classrooms. This kept principals informed as well as involved in program activities and perhaps may be the reason principals have been so greatly committed and cooperative. This was a necessity since Service Center personnel do not have the authority that school district personnel enjoy as a part of policy stipulations.

The program director met with each teacher at least once a week. These conferences were primarily feedback sessions on analysis of teacher-pupil behavior. Findings were discussed with teachers being given the opportunity to discuss at length methods for improvement. Teachers were given positive as well as negative reaction to the teaching-learning process that had been observed. Suggestions for either changing or modifying teaching methods was included as a part of the feedback sessions. Follow-up sessions on recurring problems were held to insure adequacy of suggestions and procedures.

Teachers were also given the opportunity to express any concerns they may have had. Individualized instruction seemed to be their greatest concern since this was the area that needed the most clarification and support. In order to keep them informed on what was being done in other classrooms with individualized instruction teachers were given the opportunity to visit each others classroom especially the one at Dolores School where the modified Montessori classrooms were implemented this year. After each visitation, teachers went back to their classrooms and implemented many of the activities they had observed. This method of inter-classroom visitation seemed to have the greatest impact on changing behavior. However, the classroom selected for visitation must have one necessary ingredient, it must be a good model or the desired behavior change will not materialize.

Conferences with aides were held periodically. This gave the project director the opportunity to discuss their responsibilities and concerns. Very few problems arose because of the close working relationships they had with the teachers and the fact that teachers participated in selection of aides.

All the project staff met with the program advisory board prior to writing the continuation proposal. The advisory board consists of principals and central office administrators from the three school districts involved in the project. The purpose of the meeting was to review the year's activities and to obtain suggestions for the new proposal.

One meeting was also held with parent advisory boards to obtain suggestions for the continuation proposal and to review the progress of the program.

Program Management Activities

Program management activities naturally center around the activities of the project director, particularly in relation to pre-school orientation, in-service activities, conferences, and the preparation of newsletters. Although the project director planned and supervised these activities, other staff members did often assist and are mentioned accordingly.

Pre-school Activities

Before the first day of school, a fast-paced orientation week was designed by the director to meet the areas of concern that were identified through the process evaluation during the previous year. Individual teachers, principals, and staff members were also consulted previous to the orientation to assure an agenda that would be relevant to the needs of all concerned with the bilingual program, particularly the teachers. As can readily be seen from the participants' comments at the end of the week's activities, the prevailing feeling was that the presentations were both useful and relevant.

The following is the agenda, by day, of the orientation: (hours were 8:30 - 3:30 daily)

Agenda
August 17 - 21

August 17

1. General Orientation to Program*
    1. Evaluation design
    2. Evaluation instruments for classroom observations
    3. Testing program
    4. Instructional materials listed in evaluation design
    5. Requisition of materials
    6. Record-keeping

    *This was conducted in a discussion type of session where the director and program personnel discussed their particular area. Teachers were given the opportunity to read the design and to ask questions.

2. Parent - Education

    Mr. Gerard Vasquez - Program Coordinator for Early Childhood Education at Southwest Educational Development Laboratory. Mr. Vasquez discussed the SEDL parent program and current trends in parental involvement across the country. The need for parental involvement in school was emphasized.

3. Question and Answer Period

   Teachers were given the opportunity to ask questions and share concerns about the activities of the day.

August 18

1. Question and Answer Period on Evaluation Design and Components

   Teachers were given the opportunity to share their concern about what had transpired the day before after having had one night for reflection.

2. Overview of Flander's System of Interaction Analysis - Dr. Ben Harris, Professor in the Department of Educational Administration at U. T.

   This session was an extension of the previous year's introduction to the Flander's System of Interaction Analysis. Since this instrument was used throughout the year to evaluate teacher-pupil interaction, and teachers had shown general tendencies to dominate classroom discussions, it was evident that another session was needed. Teachers and aides were exposed to a new introduction to its use and given simulation activities that made them aware of the contents. Protocol lessons or episodes were used and participants coded the responses. Several matrices were developed by them and were viewed and discussed using the overhead projector. This procedure introduced them to the process used to analyze the findings.

3. Overview of Instructional Materials

   Participants were given the opportunity at the end of the day to select materials for use in classroom instruction.

August 19

1. Oral Language Development Methodology - Teachers and Director

   Participants shared experiences they had had in teaching oral language development. Techniques were demonstrated on how she uses the experience chart in teaching oral language and beginning reading.

2. English-As-A-Second Language - Mike Pool - doctoral student with a major in ESL

This session consisted of lecture and discussion of ESL, Cultural Characteristics of the Mexican-American and contrastive analysis of English and Spanish were also included in part of the lecture.

3. Do-It-Session - Materials Development for Teaching ESL

Participants developed materials for teaching oral language. All types of puppets were made and lessons were developed. This session was led by the materials specialist.

August 20

1. Small Group Discussion by Grade Levels - Sharing of Ideas, Scheduling, and Methodologies

Teachers were divided by grade levels for discussion purposes. Leaders reported to the entire group at end of session.

2. Writing Behavioral Objectives for Oral Language Development - Dr. Ben Harris, U. T. Professor of Educational Administration

Participants were taught how to write behavioral objectives. Dr. Harris used a method developed by him and other U. T. professors that teaches the process step-by-step. As a final activity for this session, participants wrote objectives and read them to the group for analysis and discussion.

August 21

1. Music and Oral Language Development - Carol Perkins, music and language development expert

Participants were involved in singing activities that could be correlated with oral language development lessons.

2. Teaching Reading in Spanish - Dr. Joseph Michel - U. T. Professor and Director of the Foreign Language Teaching Center

Dr. Michel discussed the methodology for teaching reading in Spanish. General discussion followed this session.

3. Diagnosing Reading Difficulties - Dr. Joe Frost, U. T. Professor in teaching reading

Dr. Frost discussed reading and the disadvantaged child, methodology, and instruments that can be used to diagnose reading difficulties.

Summary

The first day consisted primarily of an in-depth discussion of each component in the evaluation design. Participants were given the opportunity to read the design with a follow-up discussion about points that needed clarification. The testing program was discussed to ensure an understanding of the need for it. The latter part of the day was spent listening, discussing, and asking questions of the speaker who spoke about parental involvement. Prior to his assignment as coordinator of the early childhood education program at SEDL, Mr. Vasquez had been the parental involvement coordinator for the bilingual program for several years. His talk emphasized ways of involving parents as well as the current trends in parental involvement.

The activities for the second day focused again on the evaluation design in terms of instruments used to evaluate teaching behavior. Dr. Ben Harris, well known authority on teaching behavior, discussed the Flander's system for interaction analysis. All participants were given simulation exercises where a lesson protocol was read and participants coded each oral interaction between teacher and students. After coding was completed, participants determined the areas of concern where the teacher needed to improve. Discussion followed on what the teacher could do to improve the weaknesses identified.

The third day was spent on different phases of oral language development. Since this had been identified in process evaluation as a major concern, two days were spent working with it. Participants were given the opportunity to discuss the methods they used and the concerns they had about them if any existed. Mike Pool, doctoral student at U. T. with a specialty in ESL, discussed ESL methodology, contrastive analysis of English and Spanish, and answered questions. This session helped clarify many aspects of ESL.

The afternoon session of the third day was a do-it session where teachers and aides made different types of puppets, wrote oral language lessons on particular language difficulties, and made charts to complement the oral language program they expected to use.

The fourth day began with general discussion of the previous day's activities. Small group sessions followed where participants shared ideas, scheduling, and methods for teaching oral language. Leaders reported to the whole group at the end. Dr. Ben Harris followed with an introduction to writing behavioral objectives for oral language lessons. He used a developmental process that exposed participants to a step-by-step process for writing objectives. As a final activity, participants wrote objectives and analyzed them.

The last day focused on music and how it can be used to develop language. This was the culminating activity for oral language development.

Dr. Michel, Director of the Foreign Language Teaching Center, discussed the methodology for teaching Spanish to native speakers. Contrastive analysis of the Spanish and English languages was also discussed. The session was followed by general discussion.

The last part of the fifth day focused on diagnosing reading difficulties. Dr. Frost, author of several books on the teaching of reading, discussed several instruments in current use for diagnosis. This session was not longer because of the need to de-emphasize reading and emphasize oral language. Teaching reading is a major concern of teachers, and it should be, but not at the expense of eliminating oral language development. The acquisition of oral language must come before formal instruction in reading is initiated. The reading program may have some set-backs because of this but in the long-run it should lead to a more lasting understanding of both languages, both in reading and oral communication.

The orientation participants provided an evaluation of the week's activities by filling out a five item open-ended instrument including:

1. This orientation session has been:____________________
2. The most helpful part or parts:____________________
3. I wish we could:______________________________
4. As a result of it I will be able to:________________
5. Additional comments:___________________________

The responses to these items provided much guidance for the planning of inservice training activities, and also provide for the reader a comprehensive idea of not only what the participants felt about the orientation, but also how they felt then about the coming year. Representative samples of responses to each stimulus item include:

1. This orientation session has been:

   - Most informative. It is a necessity to explain to teachers the objectives that are required or simply suggested for the instruction of children. For this reason, I found the sessions most useful.

   - Extremely helpful as far as organizing my ideas for the coming year. It has helped me realize what is expected of me. As a result...I hope to improve in my teaching.

- Very helpful to me, not only because of the material covered, but it was an occasion to know the teachers involved in the bilingual program.

- Most helpful in helping understand the Mexican-American child in the area of oral language. Some of the sessions helped orient me to his special needs.

- Extremely helpful for me as a new teacher. It has given me a great deal of usable information.

- Very enjoyable and very interesting in different areas; for example, English and Spanish reading methods.

- Extremely beneficial but more group interaction sessions could be of benefit as well.

- Most interesting. I learned more these five days because the speakers got down to the "nitty gritty" and let us know actual problems and helped us know why something is and try to solve it.

2. The most helpful part or parts:

   - The discussion by Dr. Michel and Mr. Pool on the differences and likenesses between teaching Spanish and English.

   - Were the lectures, especially by Frost, Pool, and Michel. Carol Perkins was not only interesting but very inspirational.

   - To me was the Flanders analysis. This instruction will remind me that a child needs more acceptance and feeling of praise than criticism. I also enjoyed Carol Perkins new songs. She is great.

   - Is difficult to choose since the sessions I attended were excellent. Dr. Harris' discussion on grades and objectives was overbearing and dry. Dr. Michel's and Dr. Frost's talks were very informative.

   - Dr. Harris' lecture on Flanders. Also the part on how to analyze one's teaching behavior.

   - Were Frost, Michel, Perkins, and Harris on behavioral objectives.

   - I don't think there was a part that was not helpful in some way or other, at least to me.

3. I wish we could:

   - Be reminded of these sometime during the year in inservice training. It is easy to forget the overall goals by being bogged down in daily details.

   - Have more time listening to Carol Perkins' game activities. We should have had more time between aides and teachers to talk and exchange ideas on teaching.

   - Have more time to develop visual aids.

   - Have taken more part in the discussions. Dr. Harris' lecture was interesting but I felt we could've done more talking instead of listening.

   - Have planning time for school work - have a teacher aide session.

   - Have had more time to deal with all parts of the program. We received a large amount of instruction and insight in a tight little unit. I hope that each part will be expanded further during the year.

   - Have more of, I suppose, what you call the linguistic side of languages.

   - Cultural background - I know we live in the present but many Anglo teachers would be better teachers if they knew more of our Mexican-American background.

   - Have had some sensitivity training for both Anglo teachers and aides and middle class MA teachers and aides.

   - See other systems teaching bilingual people out of our program - hear and know evaluation of other programs in our area to help us know just how well we are doing - constant inservice to actual problems that exist such as Mike Pool told us about actual problems.

4. As a result of it I will be able to:

   - Help correct problems children have and help me to know what children need and how I can serve their needs.

   - Gear my ideas and activities in a right direction - also has given me a sense of awareness and some confidence.

- Be aware of what to do, what to avoid, and where to go for help.
- Help my children read and like Spanish to a greater extent than they do now.
- Understand the language problems of my MA students who use English as a second language.
- Do a better job of teaching. The materials I received this week, especially the instructional guides, are most valuable. (I appreciate your help!)
- Face my group of youngsters with a better understanding and appreciation of the problems they face their first year of school. I had been asleep to the problems of "my little people" up until now.

5. Additional comments:

- This orientation gave me such insight to problems I never knew existed - wish every teacher could attend such sessions.
- I have enjoyed this week very much. The speakers were well chosen and helpful.
- Thanks for everything, I will look forward to the next workshop.
- I think the time element was too long. Maybe next time we can come just for the morning.
- Thank you for the opportunity to work within this program.
- It is nice to finally have someone to go to for help. I have many, many questions that I want answered and some of them have been answered this week. Thank you for your interest.

Thus it is apparent that the participants were generally quite positive about their part in the program. As can be noted from the inservice sessions which took place during the year, many of the comments from this evaluation were taken to heart and integrated into the planning of each session.

In-Service Program

The in-service program for teachers for the year consisted of four one-day sessions and inter-classroom visitations.

As had been done the previous year, the first session was held in October with the focus being on what had occurred in the classrooms since the beginning of school. This enabled teachers to voice their concerns and exchange ideas that might help others solve their problems. The program consisted of group discussion on oral language development, Spanish and English reading programs, cultural heritage emphasis, math program, use of experience charts, use of equipment and materials to individualize instruction, grouping in the classroom, materials requests, aides, and interest centers. After a housekeeping session, teachers divided into grade levels with a teacher leader. They were assigned particular areas for discussion. At the end of each session, the group leader reported back to the large group for further discussion and questions and answers. Aides were not included in this session.

Evaluation of this session was done by an instrument that contained seven areas of evaluation. Each category was evaluated on a scale of 1-5 with 5 as the highest rating. The instrument consisted of the following categories: (1) quality of overall program; (2) meaningfulness of content; (3) manner in which it was structured and conducted; (4) extent of feeling of personal involvement; (5) time, place, and facilities; (6) effectiveness of information received prior to the program and (7) the extent of benefit to the participants needs.

	low rating				high rating
scale	1	2	3	4	5
times selected	0	0	2	18	49

The second in-service program was held in November. The emphasis was on art since informal evaluation of instructional practices indicated that very few art activities were being done in the classrooms. Mrs. Ann Bones, elementary education art student at U.T., organized the activities for the day. She initiated the day by introducing teachers to all art activities that can be done in an elementary classroom. Teachers and aides then selected the media they preferred but all had to use everything that was available. Tempera, crayola, box building, chalk, paper mosaic, and finger-painting are a few of the activities in which teachers were involved.

Evaluation was done with the same instrument used at the first in-service. The following chart shows the final tabulation:

	low rating				high rating
rating scale	1	2	3	4	5
times selected	0	0	8	24	102

The third full day workshop for the year was held in February. The emphasis was on teaching behavior in view of the Flanders system of interaction analysis and feedback on data obtained from the Cross Cultural Attitude Inventory.

Dr. Ben Harris showed on transparencies some of the matrices that had been done on the teachers during the school year. Teachers had already been given feedback prior to this session and had requested a general session where their evaluations could be discussed. Each teacher was given her own evaluation matrices for comparison purposes. Dr. Harris analyzed each matrix that had a certain pattern to help parricipants become aware of the possibilities for self-evaluation.

The last half of the day focused on data obtained from the initial administration of the Cross Cultural Attitude Inventory. The evaluator for the program was in charge of this session. Dr. Ed Emmer, U.T. professor of Educational Psychology introduced the CASES system for classroom analysis. Teachers were given the opportunity to discuss the instrument which was used on a limited basis in one of the pilot schools.

Evaluation was done by using the seven category instrument used in prior sessions. The following chart identifies the ratings:

	low rating				high rating
rating scale	1	2	3	4	5
times selected		1	16	22	38

Added comments included at the bottom of the instrument indicated that teachers wanted a one-day session on some aspect of the child's cultural heritage. This resulted from the feedback on data obtained from the Cross Cultural Attitude Inventory. Preliminary analysis of the test showed that children tended to be more positive toward those items that are a part of the dominant culture. Since a balance of acceptance of both cultures is desirable, they felt a concern for their inability to achieve this.

The last in-service session for the year was held for teachers and aides in March. The emphasis was on Mexican folk dances and finger plays, rhymes and songs that are closely identified with the Mexican American cultural heritage. Mrs. Irma Vela conducted this all-day session. She compiled all the rhymes and songs she and others had learned during their childhood. This was distributed to all participants. The time was divided between the dances and the verbal activities.

The evaluation of this in-service indicated unanimous approval of its content since only 5's were marked.

In-Service for Project Staff

The in-service training for the project staff involved attending a number of relevant conferences and workshops. The project director, several of the project teachers, and the materials specialist made presentations at some of the conferences attended.

Since the Education Service Center is involved with offering consultant services throughout the region, many activities of project personnel dealt with helping teachers with materials and methods that would help children whose first language is other than English.

The project director has worked with two kindergarten teachers in the San Marcos school district, two first and two second grade teachers in Seguin, and one first grade in Austin. These three districts initiated these bilingual classrooms with local funds. The services to these schools consisted of guidance, materials utilization and demonstrations of oral language teaching techniques and Spanish language instruction. Analysis of teaching behavior was also provided to help teachers improve techniques in working with children. Each school was visited periodically or when the principal requested help.

The following is a list of other activities in which the project director participated:

- served as consultant to the Corpus Christi schools on teaching reading to linguistically different learners
- presented the ESC Bilingual Program objectives and organization, to the organization of teachers of Portuguese and Spanish
- spoke to the Good Neighbor Council about bilingual education
- presented the program to several student teacher groups from U.T.

- served as resource person to a group of principals in the Austin school district who would be involved in the bilingual program to be supported by local funds

- served as group leader on bilingual education at the TESOL Conference in New Orleans

- participated in group discussion sponsored by St. Edward's University for the purpose of planning a bilingual education degree program

- helped plan and implement a bilingual education workshop at St. Edward's University

- attended state bilingual conference in San Antonio - two program teachers served as group leaders

- presented ESC bilingual program at the "Promising Educational Practices" Conference in McAllen

The primary purpose of attending and participating in many of these activities was to help develop awareness and understanding of bilingual education. The list of activities is not all inclusive; they are just a representative list.

The materials specialist provided help in the selection, utilization and development of materials to complement the bilingual programs in the three schools mentioned in the second paragraph of this section. Further help was provided other school districts needing aid in selecting materials for use in their classrooms. Other activities performed by the specialist consisted of consultant services and attendance at four conferences dealing directly with bilingual education.

- attended TESOL Conference in New Orleans

- participated in the presentation made at the "Promising Educational Practices" Conference in McAllen

- attended the Migrant Conference in McAllen

- attended the State Bilingual Conference in San Antonio where she assisted one of the presentations on materials used in bilingual programs

The evaluator attended the accountability conference in San Diego in August, the local bilingual conferences in McAllen and San Antonio, and visited a Montessori school and a planning session for a tri-cultural television project in Houston.

BILINGUAL CONFERENCE

The Education Service Center Bilingual Program project staff sponsored a Bilingual Education Awareness Conference on March 25, 1971 at the Lockhart Elementary School. The Lockhart community was chosen because it is more representative of the small communities in Region XIII and also because it has a tri-ethnic school population. This would enable small communities to identify with a school situation similar to theirs. Also since the previous year's awareness conference had been held in Austin, small community administrators and other professional personnel needed to see what can be done in bilingual education in another community that would have similar characteristics.

The agenda for the half-day of activities is the following:

8:15	Orientation to Activities
8:45	Classroom Demonstrations - first and second grade teachers in the program gave demonstrations in oral language development and reading in Spanish and English. Four groups moved from room to room in 30 minute intervals
10:30	Parental Involvement Activities - this session was led by the parental involvement specialist - all participants attended
11:00	Materials Acquisition and Use - led by materials specialist
11:30	Bilingual Education Philosophy and Trends - Dr. Joseph Michel, U.T. Director of Foreign Language Education
12:30	Questions and Answers

The conference was attended by a good representative group of professional personnel in the region. Eleven communities were represented. Four communities that had not sent representatives the previous year attended this one. There were forty-five participants.

The following is a list of the participants:

Teachers - 17
Superintendents - 3
Parents - 6
Directors of Curriculum - 4
Principals - 7

Southwest Educational Development Laboratory
Bilingual Department - 2
Visiting teacher - 1
Parent Coordinator of Title VII Project - 1
Title VII Bilingual Program Coordinator - 1
Title VII Evaluator - 1
Director of Bilingual Teacher Education - 1 from St. Edwards University, Austin, Texas
St. Edwards University Education Professor - 1

Evaluation of the conference was done using the Program Evaluation Form developed by the Service Center. This form is described at the beginning of this section on program management activities.

The following table shows times each rating was selected.

Ratings	1 (low)	2	3	4	5 (high)
Times rating selected	1	5	46	98	123

This type of conference seems to have some degree of influence in the development of attitudes. Several requests for materials which teachers can use to teach Mexican-American children have been received from those who attended.

NEWSLETTER

The Bilingual Program prints a newsletter at least four or five times during the school year. It consists of news items that would be of interest to parents whose children are involved in the bilingual program. This helps parents become aware of the activities in the school as well as to inform them of the purposes of the program. Pictures and stories of what children and teachers do in the classrooms have proven to be of great benefit towards having parents know what is going on as well as to get them involved in the learning taking place. Other news items deal with activities in which parents are involved in order to demonstrate what others are doing as well as to induce them to become involved.

During the first year, the newsletter was sent home by giving them to the children, but since the newsletter did not always get home, it was decided that mailing would be more efficient. Feedback from parents and children indicated that this was a better way. Children brought the newsletter to the classrooms to show pictures that appealed to them. Advisory board parents also indicated that the newsletter was being received and read by the parents they contacted.

Administrators and other interested professional personnel in the region also receive copies of the newsletter. Feedback from them has been limited. However, requests for copies have been received which indicate that interest has been generated.

A formal feedback system needs to be developed to give the project personnel hard data in terms of how useful and informative it actually is. A copy of the last newsletter for this year is attached (Appendix 3) to give the reader a chance to judge its usefulness for himself.

EVALUATION

In addition to the evaluations of each conference and in-service activity, program management was evaluated at the end of the year using the Management Evaluation Sheet (Appendix 2). This evaluation sheet was completed by all four principals involved, four teachers and five parents.

Under the item which asks "Program management has served my needs:" teachers rated the management with an average of 5, parents with an average of 4, and principals with an average of 4 . Since a 4 means excellently and a 5 means completely, it is evident that those who responded felt that the program management was doing an outstanding job of meeting their needs. A look at the responses to open-ended questions confirms this evaluation, as well as giving the reader an idea of how the different groups involved, i.e. parents, teachers and principals, saw the program at the end of the year.

Parents' comments under "strong points of program" include:

- The opportunities that the child has to be able to use his language to be able to learn a new one.
- Importance of individual being bilingual in several respects as to community, the initiative of person toward being bilingual, working with others to achieve success in program.
- Better understanding and communication between teacher and student.

Although from these comments it may appear that parents are completely satisfied, parents did provide some good constructive criticism.

Parents' comments under "Program could be improved if:" included:

- Aides could be put in each classroom.
- More parental involvement and participation towards goals and programs to better bilingual.
- Better communication with the parents and community.

A valuable suggestion also was included under "Additional comments:"

- Having workshop with parents and children together.

These comments give the reader an idea of how strongly parents felt a part of the program, and how willing they have been to provide their suggestions for improvement.

The program teachers who responded provided some encouraging comments under "Program's strong points", including:

- I like the freedom of choice that program management has give me. We feel that we can talk over problems and get support. We get all the materials we need.
- Good rapport between staff and teachers. Willingness on everyone's part to help.
- That the children are more relaxed and happy within a bilingual situation. Also the fact that the children are taught at their individual level of learning instead of being clustered into one group is a strongpoint.

Teachers also had some critical remarks to make under "Program could be improved if:", including:

- At the outset of each year, the teachers could be more well-informed as to the purposes and goals for a particular grade level within the program.
- A strong cultural unit should be included in every grade.
- The program evaluator were full-time, or spent more time on his job. I'd like more feedback.
- I would like to see the materials specialist help in devising games and individual activities.
- People are so cooperative and helpful that there is really nothing else I can say.

Under "Additional comments", teachers added:

- I enjoy working in the bilingual program
- Has been a wonderful year!
- As a teacher, I have found that working within a bilingual program has done wonders for my own self-concept. Also, being able to use both languages with the children has made teaching a more enriching and pleasant experience for me.

The comments of the principals involved are particularly helpful in assessing both the strong and weak points of the program at this stage. Under "Program's strong points", principals included:

- Children are learning in two languages.
- Community has responded favorably to program.
- Parents seem to be pleased.
- Children have more materials and have alternatives in learning to read.
- Aides are the biggest aid.
- Some materials were provided (Comparison classes only, School 3)
- Testing was done for teachers (Comparison classes only, School 3)
- Flexible curriculum.
- Openness to new concepts and processes.
- Provision of teacher aides.
- Many instructional materials.
- Thorough evaluation processes and materials.
- Good support from Service Center.

Principals' comments under "Program could be improved if", include:

- We could have: (1) more trips (2) more room for activities (3) more personalized instruction (4) more parents would volunteer their services (5) if we mixed students more and not have in program more of the predominantly Spanish-speaking or slower children.
- More time could be spent in building to help teachers plan their instructional program. (comparison classes only - school 3)
- Testing situations in control classes was very frustrating. (comparison classes only - school 3)
- Parents were taught how to develop their children's cognitive processes-- especially in early childhood.
- More children could be involved - Expand program.

Under "Additional comments", principals included:

- Let's keep going.
- Control group teachers expressed unhappiness at having to give so many tests or the children being tested so much.
- The teachers in control group sometimes resent the fact that they don't get as many materials.
- This is the finest program in the country.

Thus the reader may view the evidence of the program's success this year in terms of how the participants felt, as well as in terms of the descriptions of the activities of the staff members, teachers and aides.

Materials Specialist Activities

The program materials specialist provided many essential services including the review of materials available, the ordering and delivery of materials to program and control teachers, and the development of needed materials when not available.

After a quite thorough review of materials available, the materials specialist compiled a resource guide to available Spanish materials (Appendix 4). This guide represents her research up to November, 1970, and is presently being revised. This guide will, however, give the reader an idea of the scope of the materials specialist's task in ordering and delivering relevant Spanish materials to bilingual teachers.

The relevance of the approximately $27,000 worth of equipment and materials placed in bilingual classrooms is indicated graphically below:

Materials Evaluation Summary

Distribution of 2766* items rated

Teacher No.	1	2	5	6	9	10	13	14	17	18
% of Total Rec'd	10%	9%	16%	21%	9%	10%	5%	3%	12%	4%

	Very Little				Very Much
Amount Used -	1	2	3	4	5
% Rated by Teachers -	5%	8%	10%	15%	61%

*Items rated included equipment, books, records, games, etc.

Of the 2766 different items rated by the teachers who used them; 76% were rated either as 4 or 5 on the usage scale of the Materials Evaluation Sheet (Appendix 5), with only 13% in categories 1 and 2. Thus it seems that the teachers involved in the bilingual program felt the equipment, materials, and supplies they received were generally put to good use in their classrooms.

In situations where the materials specialist found a lack of available resources, she developed the necessary materials herself. The most evident area of concern for her was the need for a cultural background guide, and this was her primary endeavor this year in material development, now available for dissemination. Many other materials were developed by teachers and aides, often under the supervision of the materials specialist in workshops. As these materials are tried and perfected, they too will be made available for dissemination.

In order to estimate the effectiveness of the materials specialist as seen by program participants, she also was evaluated by parents, teachers, and principals using the Management Evaluation Sheet (Appendix 2). She received an average rating of 4 from parents, 4.75 from teachers, and 4.3 from principals on the degree to which she had met their needs. As other positive evidence, such comments under the open-ended questions included, from a principal: "Children have more materials and have alternatives in learning to read."

In a more critical vein, the same principal who made the preceding comment also noted that: "The teachers in control group sometimes resent the fact that they don't get as many materials." Of course, this fact is a part of the difference in treatment of program and comparison classes, but the point of control teacher resentment should be considered. The comment that "Some materials were provided" by the principal of school 3, where only comparison classes were involved, does make it appear that the resentment was not felt by all comparison teachers.

Suggestions for possible revisions of the materials specialist's functions include, from a parent: "Having workshop with parents and children together;" from a teacher: "A strong cultural unit should be included in every grade;" and from another teacher: "I would like to see the materials specialist help in devising games and individual activities." Such comments show a strong belief by program participants that the materials specialist has been and can be a powerful partner in making the bilingual program a success.

Parental Involvement Specialist's Activities

In carrying out her duties, the program's parental involvement specialist has planned and supervised parents' advisory board meetings, parent education meetings, general parents' meetings, and the records of parents' classroom observations and participation. She was aided in Locale 3 by an assistant, who was able to reach more of the rural families and serve as a liaison between Spanish-speaking parents and school officials. Descriptions of parental involvement activities necessarily are done by locale, as each locale's individual needs were met.

Before considering each locale's program, however, descriptions of the various kinds of meetings and activities should be considered.

Parents' advisory board meetings were designed primarily to give representatives of the bilingual classes a chance to meet, plan the activities of general parent meetings, and give the staff feedback on their feelings as parents about the program. Characteristically, a small group with a few representatives from each class would meet in the evening and talk about plans for future parents' meetings, ask questions they had for staff members, and make suggestions for program improvement.

Parent education meetings generally included the checking in and out of educational materials designed for use in the home by parents with their children. These materials included project-made games such as flashcards and commercially produced games such as "Loteria", a Spanish game similar to bingo, but valuable in developing a child's Spanish vocabulary and oral language ability. The first few meetings also involved explanations of how to use the materials and how to preserve them for future use.

General parents' meetings were either a part of the PTA meetings (in schools 1 and 4) or held separately (school 2). Even when the parents' meetings were a part of the PTA meeting, time was allowed for parents and teachers to discuss their problems, especially those peculiar to the bilingual program. Besides providing the opportunity for the staff and parents to communicate, many parents' meetings were specially designed to view presentations made by the children. At least one special program was presented at each participating school, where the bilingual class made a positive impact on other children and parents by singing, dancing, and acting out plays in both Spanish and English.

Parents' observations and participation activities were recorded and reported by the classroom aide. Observations were made at all times of the day and for lengths of time varying from ten minutes to all day. Parent participation included activities such as serving at bazaars, providing refreshments for parties, and supervisong field trips.

Locale 1 (school 1) had a total of 8 advisory board meetings, attended by 33 different parents. As can be seen from the chart below, 26 of these attended only once or twice, while the other 5 attended at least five meetings.

#of times attending (f)	1	2	3	4	5	6	7
# who attended /f	21	5	2	0	3	1	1

The advisory board for locale 1 also initiated a successful fund-raising drive to provide scholarships for a special summer enrichment program.

School 1 also had 8 general parents' meetings, with a total of 91 parents attending at least 1 meeting. As with advisory board meetings, the majority (65) of the parents attended only one or two meetings.

#of times attending (f)	1	2	3	4	5	6	7	8
# people attending /f	42	23	14	6	3	2	1	0

The meetings at school 1 included special Christmas and spring time programs by the children as well as the usual agenda of information exchange.

Parent education meetings at school 1 numbered six, with 31 different parents attending. The chart reflects how many parents attended and how often.

# of times attending (f)	1	2	3	4	5	6
# parents attending /f	19	4	3	4	1	0

The parents of school 1's first grade program either visited or helped a total of 304 different times, 183 of which were observations. The different frequencies (f) which each of the 84 who visited and/or helped at one time or another are portrayed in the chart below.

# times (f)	1	2	3	4	5	6	7	8	9	10	11	12	14	16	34
# people /f	35	18	4	6	7	1	1	4	3	0	1	1	1	1	1

As usual, a handful of parents did a disproportionate amount of visiting and helping.

The second grade bilingual classes at school 1 received visits from 54 different parents, with 56 observations and 145 instances of providing assistance. The chart on the following page indicates how many parents came how many times.

# times (f)	1	2	3	4	5	6	7	8	12	17
# people /f	13	16	8	3	2	2	3	3	1	2

Locale 2 (school 2's) parental involvement program was particularly interesting, as the parents met at mid-year and decided to dissolve their ties to the Catholic church and become a community-supported private school, backed by a non-profit corporation which is buying the school building. The numbers and frequencies of parents attending meetings and visiting the classroom is particularly strikingin light of the small number of students involved, with only 1 class in each grade.

A total of 9 advisory board meetings were held at school 2, attended by 15 different parents. The chart below indicates the number of meetings attended by each of the 15 who came.

# times attending (f)	1	2	3	4	5	6	7	8	9
# people /f	5	3	0	0	1	1	2	2	1

As with school 1's meetings, parents are either very active or not very active at all.

Parents' general meetings at school 2 were attended by a total of 76 different parents. The different numbers of times each parent attended the 12 meetings is included in the chart below.

# times (f)	1	2	3	4	5	6	7	8	9	10	11	12
# people /f	25	14	9	4	6	8	4	0	3	1	1	1

The striking difference in level of parental involvement is apparent here in the large proportion of parents attending up to 7 out of the 12 meetings.

The parent education program at school 2 was conducted much the same as at school 1. The distribution of frequency of parent's attendance at the five meetings is reflected in the chart below.

# times attending (f)	1	2	3	4	5
# parents /f	15	8	7	1	1

The 32 parents who attended parent education meetings at school 2 represent over half of the students in both the first and second grade bilingual classes.

Of the 153 visits and parental assists in the first grade class at school 2 (teacher 9), 35 were for observation, while the other 118 involved such parental involvement as Spanish instruction, helping in the school kitchen, and supervising play periods. The distribution of the frequencies of each parents' participation and observation is included in the table on the following page.

# times (f)	1	2	3	4	5	6	7	10	14	30	Total
# parents /f	11	7	1	6	2	3	1	2	1	1	35

Teacher 10's class, the second grade at school 2, received 104 visits and assists from parents, 12 of which were for observation only. The 26 parents who were involved participated in much the same way as those who helped in teacher 9's class, including one grandfather who would come on a regular basis to read to groups of children in Spanish.

# times (f)	1	2	3	4	5	7	12	13	21
# parents per f	10	3	4	2	3	1	1	1	1

Of course, many parents would come and help as much as their time allowed which in most cases was no more than twice or three times during the year.

School 4 (locale 3's) parents' advisory boards met a total of 6 times, with 19 different parents attending. The distribution of parents' attendance shows that a good number attended at least half of the meetings.

# times attending (f)	1	2	3	4	5	6
# parents /f	7	5	2	2	2	1

Of the six parent education meetings held in locale 3, two were held in a local dance hall, where the parents felt more comfortable. This arrangement was made after some parents asked for a location more accessible to those in the rural areas, and all other possible sources of meeting places had been exhausted. From the reports of the parental involvement specialist, the setting was quite conducive to a freer communication between the parents and the program staff members involved. The distribution of the parents' attendance at the meetings was:

# times attending (f)	1	2	3	4	5	7
# people attending /f	74	22	10	1	3	1

The two second grade classrooms at school 4, team-taught by teachers 17 and 18, received visits and assistance from 85 different parents, a total of 230 different times. Since only 67 of these visits were for observation, the parents of the second graders assisted the teacher in various ways 163 times during the year. This assistance was in the form of providing refreshments for and serving at meetings, helping on field trips, and, in one case, bringing in rugs for the rooms. The distribution of attendance is seen in the chart on the following page.

# times (f)	1	2	3	4	5	6	7	8	9	10	12
# parents /f	37	19	10	5	4	2	2	1	1	3	1

The first grade classes of teachers 13 and 14 received 55 visits for observation and 159 visits for assistance from the 75 parents who came during the year. Most of the assistance was in the form of cakes, cookies, etc. to be sold at the school festival or served at meetings, but parents also helped with the supervision of field trips. The distribution of numbers of visits is reflected below.

# visits (f)	1	2	3	4	5	6	7	9	10	18	22
# parents /f	38	13	10	1	1	6	1	2	1	1	1

Thus it may be seen from the data presented that the parental involvement program in all three locales was well received and attended by the parents of program children. An even more enlightening view of the success of the parental involvement program can be seen from attitudes of all program participants as indicated by the year-end responses on the Management Evaluation Sheet (Appendix 2).

Parents who responded rated the involvement specialist with an average of 4, teachers with an average of 4.75, and principals with an average of 4. From this feedback, it appears that the parents, teachers, and principals who responded felt that the parental involvement program had met their needs at least excellently, with most needs met. Some comments provided in response to the open-ended questions included, from parents:

"Program could be improved if:"

- Having a workshop with parents and children together
- Teachers visited children's homes and with parents to see how good the student is doing or how bad he or she is doing.

"Program's strong points:"

- Better understanding and communication between teacher and students

from principals:

"Program could be improved if:"

- Parents were taught how to develop their children's cognitive processes, especially in early childhood.

"Program's strong points:"

- Parents seem to be pleased

It appears that the parental involvement program has influenced the parent to school relationship in a number of different ways using a variety of means. The next year's parental involvement program should be able to move ahead with confidence, using the suggestions of the various participants to guide its development.

Evaluator's Activities

The project evaluator, operating on a half-time basis, planned and supervised the evaluation of the program as written by the project director. Some of the evaluator's modifications to the original evaluation design were accepted and implemented, including more extensive process evaluation, home interviews, and test development and use. These modifications were initiated in addition to the activities as planned originally, i.e. test administration, review and reporting of results, and management evaluation.

Included among the first activities of the evaluator were numerous visits to the Research and Development Center for Teacher Education at the University of Texas at Austin where Drs. Jere Brophy, Ed Emmer and Tom Good provided their comments and suggestions for evaluation revision. Drs. Emmer and Good agreed with the evaluator's concern over the need for a more objective and comprehensive classroom observation technique. Although Dr. Brophy expressed some doubts concerning the feasibility of its use in the program, the evaluator decided that the Dyadic (Brophy and Good, 1970) system would best serve the needs of the program. The Dyadic system provides an extensive analysis of each teacher-child interaction that occurs in the classroom while the observer is present, and this allows, among other things, a way of determining differential treatment of certain groups of children within the class, i.e. Mexican-American vs. Anglo, boys vs. girls, high vs. low achievers (Brophy and Good, 1970).

When this revision was suggested to the project director, however, a number of unforeseen problems arose, including an unwillingness by some school officials to have outside observers come into their classrooms. There were, however, two project schools which did agree to cooperate, and observer recruitment and training proceeded.

Observers for the Dyadic system were recruited from Spanish and Education courses at the University of Texas on an informal basis by the evaluator. Course credit was arranged through the department of Psychology at the University for its undergraduate research course. Training was begun by Kathy Paredes, an observer trained and employed by the R and D Center, using videotaped classroom situations. After a number of sessions, observers then went to school 2 to practice coding to achieve the minimum 85% intercoder percentage agreement required. This step proved to be the most difficult but also the most rewarding.

When the coders entered the first and second grade classrooms at school 2, they were prepared to code a structured classroom, with desks in a row and the teacher in the front, or else with the class broken into distinguishable reading groups. Thus the situation at school 2 was essentially uncodable, as the teachers and aides work with individuals or very small groups, and most learning activity is self initiated. The majority of interaction in these classes was found to occur between children and not between teacher and child. Facing this dilemma proved to be quite a learning experience for the evaluator and for the university students involved.

At a subsequent meeting involving Dr. Emmer, the evaluator, and 6 of the original twelve observers, the problem was presented and a number of alternatives discussed. Among the alternatives presented was the CASES (Spaulding, 1970) system, which provides categories for coding the various behaviors of the children in the class using a time sampling technique (see Illustration 2). The 6 observers from this meeting then went ahead with the memorization of the categories, followed by unsuccessful attempts to practice coding using the regular classroom videotapes. After these frustrations, the group finally decided to go ahead and begin observations in the classrooms at school 2 until the minimum intercoder percentage agreement of 90% was reached. After the first two days of this approach, a particularly concerned student, Susan Sullivan, met with the evaluator and presented her suggestions for revision of the original CASES categories. Thus the revised CASES categories of Illustration 2 were used, and the data presented in Table 5 were derived from these and later observations.

Each child was observed three different times, five minutes each time, with a category of behavior recorded every ten seconds. A total of about 90 observed categories was recorded and then fed back to the two teachers involved, Teachers 9 and 10. As mentioned under teacher activities, an inservice teacher training program presented this revised CASES system and a number of teachers asked for help in dealing with problem children, one of which (Teacher 3) tried a behavior modification scheme presented by Dr. Emmer and reported very favorable results, including marked behavior changes and increased time spent at learning tasks.

While this part of the group worked out the problems of observing the activities of children in highly individualized classrooms, the rest of the group returned to training on videotapes, then proceeded to school 4 to try to reach the necessary 85% intercoder agreement. Of the six coders who made the trips to school 4 (35 miles from the University), two coders never could reach the necessary level of agreement. Thus the remaining 4 students each coded at least 8 hours of classroom interaction after reaching the 85% level of agreement, including at least four different days, between the hours of 9:00 and 12:00 a.m. This is the data found in Tables 7, 8, 9, and 10 describing teachers 13, 14, 17 and 18.

This data was fed back to the teachers involved, resulting in a request by Teacher 14 for a presentation to clarify the meanings of the different levels of questionioning. Consequently, Kathy Paredes, the coder's trainer, made a presentation in each of the first grade classrooms at school 4 and in one of the second grade classrooms (with both Teachers 17 and 18 observing) demonstrating the use of the process level of questioning. Kathy used the children in the classrooms, but, from the teachers' responses, made little impression on them. The problems seemed to be due to the size of the groups of children and in having a strange teacher presenting a lesson to children unaccustomed to her and her style of presentation.

These Dyadic observations were completed by December 15. Feedback t teachers by the evaluator began in January and ended by February 10. Kathy made her presentation February 23.

Originally, the evaluator planned to use pre and post observations u ing the Dyadic system to determine the effect of management activities (inservice, conferences, etc.) on teacher behavior. However, the situation which arose in the spring called on the flexibility inherent in any evaluation design. The plans for post-observations hinged on having observers trained and ready to go into classrooms at a time late enough in the project year to measure the full effect of the management program. Hence, the date of April 15 was thought appropriate for beginning the post-observations. Coders were trained for Dyadic by Kathy again, while CASES observers were trained by an outstanding student from the previous semester, Alice Guardia. The date seemed agreeable to all concerned at first, but as the date approached, a number of pitfalls appeared. A combination of field trips saved for the end of the year, inter-class visitations, and University final exams resulted in a series of minor crises which produced an invalid set of post-observation data at school 4.

Teacher 10's classroom was observed early enough to derive a valid set of data, as seen in Table 5's late observations. Teacher 9's class was observed later than Teacher 10's class, but did yield a valid set of "late" observations using the CASES system.

Thus the attempt at a more extensive process analysis proved to be both frustrating and rewarding. A working relationship was established with a number of departments at the University of Texas at Austin, many students from the University gained valuable classroom experience, and a more comprehensive view of some teachers' classrooms was made possible.

Another of the primary revisions accepted and implemented by the evaluator was the use of home interviews. Parents of both program and comparison classroom children were interviewed by people hired from the community. The interviews were to provide adequate relevant information to describe the populations involved, to establish the comparability of comparison classes, and to determine the effectiveness of the program management in educating and influencing parents on the bilingual approach.

It was not long before the original idea of pre and post interviews to gauge change in parents' attitudes and understanding of the bilingual approach had to be revised. After the first six weeks had passed with no more than 10% of the interviews completed, it became apparent that more realistic uses, such as description and comparison of the bilingual and control class children, would have to be considered.

Many problems arose in trying to complete the interviews, delaying the processing of the interviews until post-testing time in May. Among the primary problems were finding someone at home who was willing to answer the questions and finding the address given which often, in Locale 3 especially, was on a rural route miles from the city.

Interviewers were hired with little problem through the local OEO agency for school 1's interviewer and through the administration office of school 2 for the interviewer for schools 2 and 3. The assistant parental involvement specialist conducted the interviews for school 4, along with the parental involvement specialist and the evaluator.

Many interviews arrived incomplete, caused by the refusal by some parents to answer all questions. Of the 380 interviews attempted, 345 were at least partially completed, the rest the victims of refusals, faulty school records, or, for a few, never being found at home. The interviews which were completed do, as the data in Chapter 1 indicates, provide a more comprehensive and objective description of the populations involved than informal observations or other available data could provide.

A third modification of the evaluation design concerned the need for the development of tests to measure attitudes toward the child's parent and dominant cultures, and to measure self concept.

Before beginning on the actual drafting of a measure, the evaluator visited many relevant sources, including Drs. Jere Brophy and Carl Hereford of the Educational Psychology Department of the University of Texas at Austin; Mr. Juan Rivera, then at Southwest Educational Development Laboratory; and Dr. Ronald Klinger, of Region XIII Education Service Center.

Drs. Brophy and Hereford provided valuable insights by citing previous relevant studies and by criticizing some and encouraging other ideas presented by the evaluator. It was Dr. Hereford who eventually provided the most assistance, involving critiques of each item suggested and course credit in an undergraduage research course for the two main illustrators and artwork consultants, Jim Barr and Frank Dunckel.

Juan Rivera, now with the National Consortia on Bilingual Education, provided a most useful critique of the basic ideas involved during a visit very early in the development of the test, before the evaluator became a part of the bilingual program staff. As was pointed out by Mr. Rivera, the culture of the Mexican-American child is too often confused with the culture of poverty in the United States. Thus many ideas of what a child or a teacher sees as the "culture" of a child is often distorted by his economic situation. A primary concern, then, in developing a test of cultural attitudes was to consider those observable characteristics associated with both the Mexican-American and the Anglo culture in terms of whether the association was due to economic status or to cultural heritage.

While pondering the inherent problems in developing such a measure, the evaluator met Dr. Ronald Klinger, a member of the evaluation staff of the same agency which administrates the bilingual project, Region XIII Education Service Center in Austin, Texas. Dr. Klinger had developed two instruments using the same basic idea to measure a child's feelings for his teacher, his school, his classmates, and himself. My Class and My Classmates, as they are titled, uses a series of short statements such as "How does the teacher usually look at you?" with five faces beneath each statement showing a continuum of feelings from very happy to very sad. Thus when the child marks the face that shows how he feels in response to the question, a measure of attitude toward school and school situations is derived. (A further discussion of the uses of these tests follows in the description of the self-concept measure developed).

After a few discussions between Dr. Klinger and the evaluator, a proposed test was conceptualized and the idea presented to Dr. Hereford. As the Cross-Cultural Attitude Inventory (Appendix 6) shows, the idea was to represent graphically symbols of both the Mexican-American and the Anglo cultures, placing beneath each symbol the five faces for the child to respond with by marking the one which indicates his degree of like or dislike for the item presented.

Thus the Cross-Cultural Attitude Inventory provides a number of scores relevant to evaluating the effect of a bilingual program on the attitudes of children. Separate sum scores give the degree of happiness associated with the Anglo culture and the Mexican-American culture. A ratio of these two gives a preference score of one culture over the other. Two additional items, a school and a book, give a score relevant to feelings for school.

It should be noted that a validity study is needed to determine just how real and completely the symbols presented characterize the two cultures. An internal consistency check is being conducted by Mr. Rivera's office, as well as an item analysis of the eleven items in each culture's subtest. This data, along with a pre-post stability coefficient on tests administered in 3 projects from McAllen to Austin, Texas will be included in a manual now being developed for dissemination this fall.

The other area in which the evaluator was involved included developing a measure for was self-concept. After reviewing the available measures and relevant literature, it was decided that a new measure should be attempted. Dr. Klinger's test naturally came to be considered early in the review, since the evaluator and he share the same office and ideas on evaluation problems. My Class and My Classmates, however, were designed specifically for a pilot special education project to measure changes in children's feelings about school situations.

Through many discussions of the idea of what "self concept" is, including opinions of "experts" and research reports, it was concluded that self concept is an elusive construct, at best, probably due largely to the degree of variations of one's self concept in different situations. Thus if one wishes to measure self concept, he must decide if it is "general" self concept or the self concept of a particular group in specific situations. For a particular program, it follows that the most relevant measure would be one understood by its participants and describing the situation at hand. In light of this stand, taken by the program evaluator, one can see the relevance of the items selected in the expanded and translated versions of My Class-My Classmates (Appendix 7) used to measure self concept in the bilingual and comparison classes of this project.

Along with the activities mentioned, the evaluator met his original requirement, as set out in the evaluation design, i.e. test administration, review and reporting of results, and evaluation of program management.

A major portion of the evaluator's responsibility centers around the administration and interpretation of tests. The following schedule describes the testing program for the past project year:

Pretests:
CTMM - October, 1970 Administered Together
Draw-A-Man - October, 1970
Cross-Cultural Attitude Inventory - January, 1971
My Class-My Classmates- February and March, 1971

Posttests:
CAT - May, 1971
Pruebas de Lecturas - May, 1971
Common Concepts Language Test
    Spanish - May, 1971
    English - May, 1971
Cross-Cultural Attitude Inventory - May, 1971 Administered
My Class-My Classmates - May, 1971 Together

Tests administered by the evaluator include the CTMM, Draw-A-Man, Cross-Cultural Attitude Inventory, My Class-My Classmates, and half of the English Common Concepts tests. Other tests were administered by staff members, except for CAT's, which were administered by the teachers.

The results from the year's testing are included in graph form and discussions in Chapter 3, the product evaluation. Results from the pretesting of the Cross-Cultural Attitude Inventory were fed back to program teachers at an inservice training session, which created a demand for more curriculum ideas relating to the child's culture and a noticeable change in the attention given to bulletin boards, songs, dances, and artwork reflecting the Mexican-American culture.

In evaluating the program management, the project evaluator found himself in the peculiar position of evaluating his director, his fellow staff members, and himself. After most of the originally planned measures fell through (i.e. pre-post home interviews and pre-post classroom observations), the idea of program management evaluation evolved into the Management Evaluation Sheet (Appendix 2). This form was sent to each project teacher, principal, and parents' advisory board member. Since it was anonymously filled out and returned, with the only identification an indication of whether a principal, teacher, or parent had completed it. All four principals involved returned theirs, but only four teachers' and five parents' evaluations were received. Nevertheless, the data from these evaluations is included in the activities of each staff member, including the evaluator.

The forms contained in the original evaluation design were used to keep a record of parents' activities.

Separate forms recorded the circumstances of and those attending advisory board meetings, parent education meetings, general parent meetings, parent participation activities, and classroom observations.

The materials specialist's activities were evaluated not only by the Management Evaluation Sheet, but also by the Materials Evaluation Sheet (Appendix 5) developed by the evaluator to provide each teacher's reaction to each item of equipment or material which was placed in her classroom. According to the program's materials specialist, these forms provided a useful function also in planning for which materials to delete or expand on in the coming year.

From the results of the year-end evaluation by program participants using the Management Evaluation Sheet, the evaluator received a mean score of 4.3 from parents, 2.75 from teachers, and 4.0 from the principals responding. The low evaluation from teachers might be explained using the comments of one teacher under the "Program could be improved if:" open-ended question to which she responded: "The program evaluator were full-time, or spent more time on his job. I'd like more feedback."

The fact the four teachers who responded found the evaluator, on the average, meeting their needs a little less than satisfactorily also reflects the feelings of the project director and evaluator concerning the validity of standardized tests. The position taken by this project evaluator is that standardized test results are valuable in predicting the success of any child in the existing dominant culture, but that these results on individual children provide for the teacher the undesirable possibility of her "ranking" her children in accordance with her expectations for their achievement. As Brophy and Good (1970) have pointed out, this "ranking" has been related to differential treatment of children in the classroom, often with fewer interactions, praise, reading turns, etc. going to the "slow" versus the "fast" children.

A chronic concern of any evaluator is a fear of overtesting the program participants. Feedback from principals on this point included: "Control group teachers expressed unhappiness at having to give so many tests - or the children being tested so much." and "Testing situation in control classes was very frustrating." From these comments, it appears the comparison teachers were somewhat dissatisfied with their role in the project. Some steps might be considered to aleviate the problem, though too much of an orientation might cause some serious contamination of treatments as comparison teachers might gain an interest and begin to implement a bilingual approach themselves. (This was observed this year, as one comparison teacher, Teacher 12, has expressed plans to prepare herself to become a bilingual teacher, including a 6 week trip to Mexico this summer to study Spanish.)

Some indications of support for the evaluation included principals' comments such as ". . . thorough evaluation processes and instruments." and "Testing was done for teachers." under "program's strong points." Considering these comments, the evaluator has met with some acceptance from those involved with the program, especially project principals. There is no doubt, however, that relations will be improved as the evaluator will be a full time staff member this coming year.

Teacher's Activities

The following table shows some pertinent information about each teacher in the program and the control rooms. This will give the reader a view of their background.

Table 6

Teacher	Locale	Grade	Program or Comparison	Bilingual or Monolingual	Education Level
1	1	1	P	M	BA
2	1	1	P	B	BA
3	1	2	P	B	BA
4	1	2	P	B	MA
5	1	1	C	M	BA
6	1	1	C	M	BA
7	1	2	C	M	BA
8	1	2	C	M	BA
9	2	1	P	B	BA
10	2	2	P	B	MA
11	2	1	C	M	BA
12	2	2	C	M	BA
13	3	1	P	B	BA
14	3	1	P	M	BA
15	3	1	C	M	BA
16	3	1	C	M	BA
17	3	2	P	B	BA
18	3	2	P	M	BA

Other Information

Teacher 4 taught in a bilingual program for two years prior to coming to Austin. Teacher 9 attended a bilingual institute the summer of 1969. Teacher 9 and 10 attended a three week training program on how to individualize instruction during the summer in 1970.

Schedule of Activities

The following is a brief listing of the major activities teachers are involved in during the school year.

- Pre-school orientation - held for one week prior to a school district's general workshop for all teachers
- In-service - held as often as process evaluation showed a need
- Feedback sessions - held weekly to discuss teacher-pupil behavior analysis data
- Planning sessions - held weekly by director and/or teachers
- Conference attendance
- Summer workshop - held for three weeks during June.

Teachers are asked to participate in all the activities listed. The first four are required as a part of program process. Attendance at conferences and the summer workshop was on a voluntary basis. The following shows attendance at four activities since the others are held on an individual basis or by grade level, and are scheduled when teachers have enough free time to make the conference meaningful.

Pre-school Orientation - 8 attended all 5 days
1 attended 3 days
1 attended 1 1/2 days

In-service Sessions - all teachers attended all the sessions

Conferences

- Awareness Conference - 9 attended - 4 participated in classroom demonstrations
- State Bilingual Conference - 8 attended - 2 were presenters

Summer Workshop planned cooperatively by St. Edwards faculty and the Education Service Center Bilingual Program Staff - 7 teachers and 6 aides attended the three-week course

One of the Dolores School teachers visited Montessori schools in San Antonio, Houston, and Juarez as a part of the staff development activities. Since their classrooms are entirely different than the others, their needs were met by visiting other projects that had a similar organizational pattern. The teacher who visited shared her experiences with the other teacher in the same school. This enabled one professional and a substitute to be present in the two classrooms.

Pre-school orientation and in-service activities are described more fully in the section on program management activities.

Planning sessions were held weekly by program teachers. Teachers in team-teaching situations planned cooperatively because of the nature of the organizational pattern. Other teachers got together for the purpose of sharing ideas, plans, and materials.

Evaluation of Teaching Behaviors

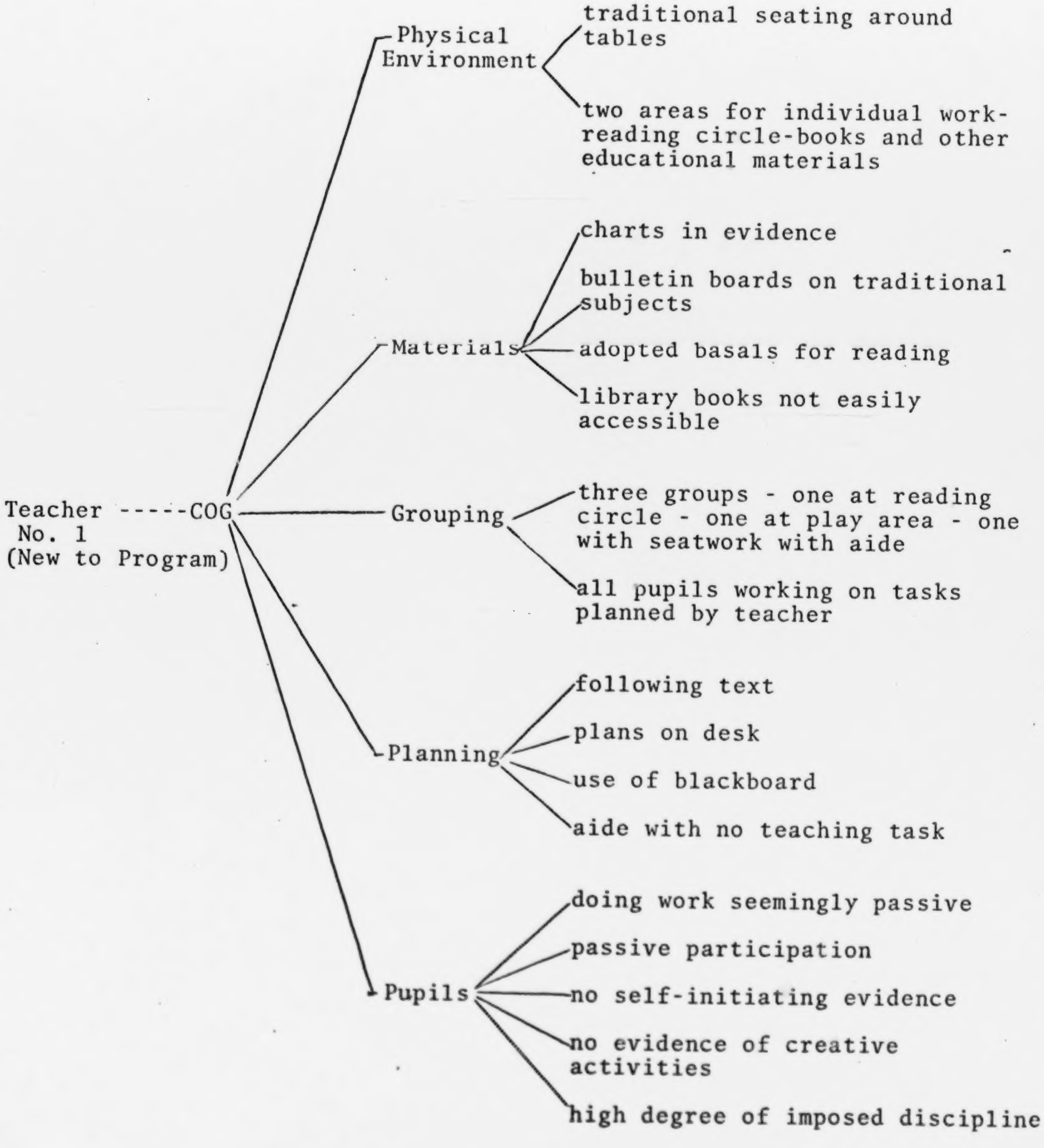
Comprehensive Observation Guide (COG) - the COG was used to determine evidence of planning, materials used, physical arrangement of classroom environment, and grouping patterns. Each teacher is evaluated in each category in the analyses to follow.

The Flanders System for Interaction Analysis follows each COG. This is evaluated on a ten category system with the percent of each kind of interaction that took place in each classroom. The categories are (1) accepts feelings (2) praise and encouragement (3) accepts and uses ideas of students (4) asks questions (5) lectures (6) gives directions (7) justifies authority (8) student talk-response (9) student initiated talk (10) silence or confusion.

The purpose in using the Flanders System of Interaction Analysis is to discourage the predominance in teacher talk that takes place in traditional classrooms. Children need the opportunity to become verbal especially the ones whose language is other than English. Hopefully this instrument will enable teachers to become conscious of the need for two-way interaction.

The more desirable categories are 1's, 2's, 3's, and 9's. However this does not mean that the other categories be slowly eliminated but that the four important categories be a significant part of classroom interaction.

Beginning of Year


Teacher -----COG
No. 1
(New to Program)
Physical Environment
traditional seating around tables
two areas for individual work-reading circle-books and other educational materials
Materials
charts in evidence
bulletin boards on traditional subjects
adopted basals for reading
library books not easily accessible
Grouping
three groups - one at reading circle - one at play area - one with seatwork with aide
all pupils working on tasks planned by teacher
Planning
following text
plans on desk
use of blackboard
aide with no teaching task
Pupils
doing work seemingly passive
passive participation
no self-initiating evidence
no evidence of creative activities
high degree of imposed discipline

End of Year

Teacher No. 1 (New to Program) --------- COG

- Physical Environment
  - four tables as work areas
  - limited number of chairs
  - art center
  - play area with educational games and books
  - listening and viewing center
- Materials
  - charts in evidence
  - wide variety of games
  - bulletin boards on traditional subjects, very colorful
  - variety of texts
  - library books in book shelves - evidence of use
- Grouping
  - two groups working - teacher and aide directed
  - groups of children doing different tasks - self-selected
  - individuals viewing, listening and planning games - self directed
- Planning
  - creative planning of basal skill teaching
  - planned group work for self and aide
  - plans on desk
  - very flexible
- Pupils
  - working with noticeable interest
  - very active participation in self-directed and directed instruction
  - evidence of self-discipline
  - self-initiated tasks

Teacher 1, described in Figure 1, shows dramatic change between the beginning of the year and the latter part of the year. Since she was placed in the program in early October because of low enrollment and the appointment into supervision of the regular teacher, continued effort on the part of project personnel was necessary to successfully integrate her into all program activities. Insecurity at the beginning perhaps caused the teacher to rely on methods that employed strict classroom control. The release of control was self-initiated in most areas; however, close supervision, staff development and conferences with project director speeded the process.

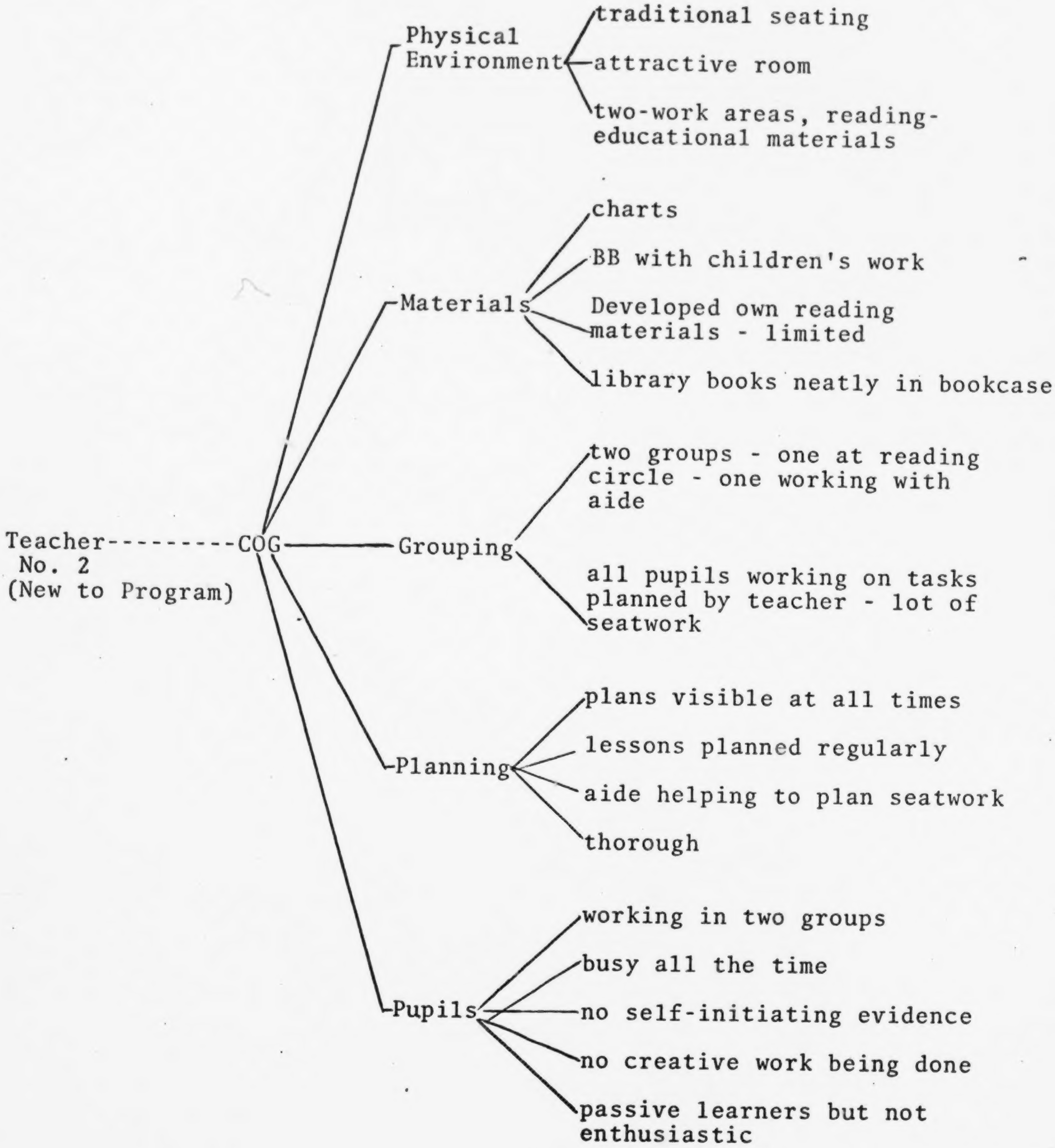
Teacher No. 1

Flanders System of Interaction Analysis

Categories	1	2	3	4	5	6	7	8	9	10
Percentage early in year	0	2	0	30	29	8	2	25	2	1
Percentage last part of year	1	6	1	27	20	10	2	25	6	2

As shown above, the degree of change is slightly more positive at the end of the year. The greatest increases are in the 2 and 9 categories which are priase and encouragement and student-initiated talk. These two categories are two of the most important. The 1 and 3 categories which are also very important and the most difficult to achieve are still very low. This is still an area for concern and something to work towards the following year.

Beginning of Year


Teacher No. 2 (New to Program)
COG
Physical Environment
traditional seating
attractive room
two-work areas, reading-educational materials
Materials
charts
BB with children's work
Developed own reading materials - limited
library books neatly in bookcase
Grouping
two groups - one at reading circle - one working with aide
all pupils working on tasks planned by teacher - lot of seatwork
Planning
plans visible at all times
lessons planned regularly
aide helping to plan seatwork
thorough
Pupils
working in two groups
busy all the time
no self-initiating evidence
no creative work being done
passive learners but not enthusiastic

End-of-Year

- Teacher No. 2-------COG (New to Program)
  - Physical Environment
    - one work area - 5 tables
    - attractive room - colorful
    - several working centers (5)
  - Materials
    - unlimited supply of teacher-made materials
    - extraordinary bulletin boards - children's work
    - abundant supply of charts visible
    - abundant materials
  - Grouping
    - several groups - one reading (very small) - one with aide - 3 others doing different tasks
    - 75% of group work very individualized
    - doing individual work at different times in day
  - Planning
    - in evidence
    - follows plans but flexible
    - aide's work planned
    - extremely thorough
  - Pupils
    - self-initiated work
    - creative work
    - busy all the time
    - seem very relaxed
    - help each other but not noisy

As one can see in Teacher 2's COG, the latter part of the year shows great improvement in working with her group. This teacher showed the change early in the year with continued progress throughout the year. She is very creative and thorough. This showed in the amount of materials developed to enhance the reading program. Thoroughness was perhaps carried too far since children were rarely allowed to continue without mastery of a particular concept. Children showed avid interest in what they were doing even if they were still learning the same concept over and over again because of the many different ways of presentation used. However this may not be as necessary as it seems. Continuation of concept formation is sometimes essential to continued progress since a child usually learns a concept when associated with other instructional tasks.

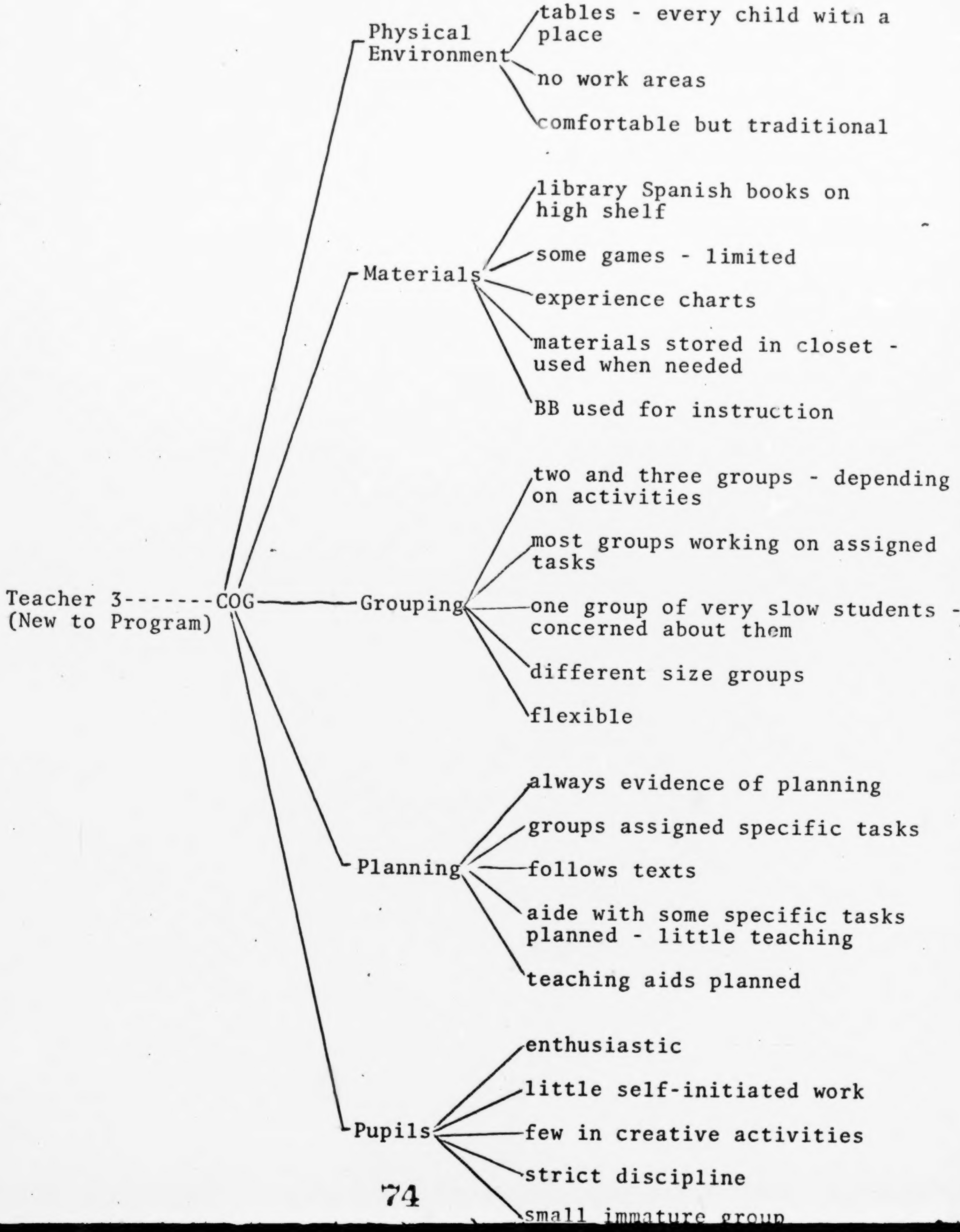
Teacher No. 2

Flanders System of Interaction Analysis

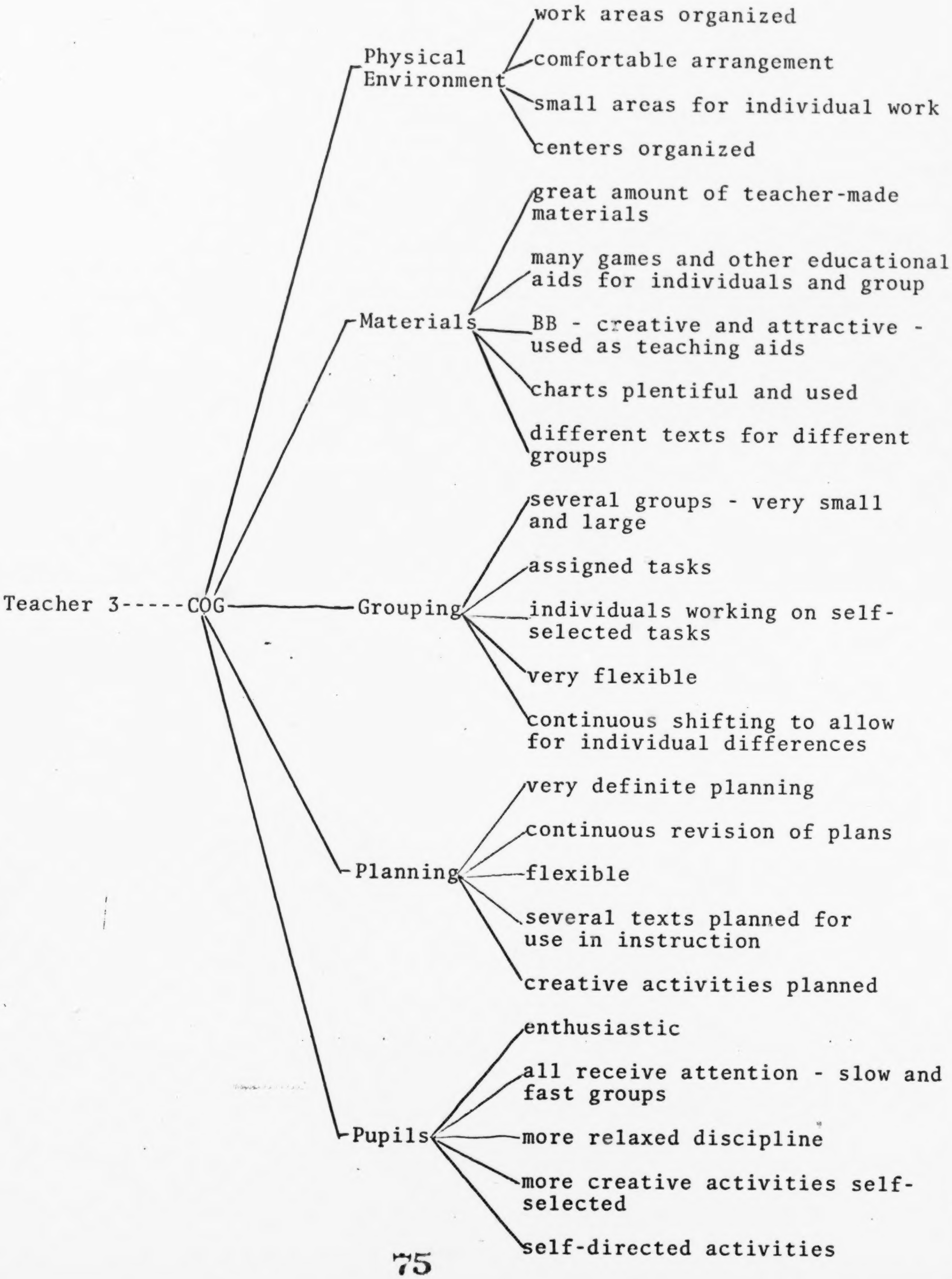
Categories	1	2	3	4	5	6	7	8	9	10
Percentage early in year	0	3	0	38	18	4	2	30	2	3
Percentage last part of year	1	12	2	30	15	8	2	23	5	2

Teacher 2's Flanders shows still a larger part of the time spent in the teacher talking. However, there is a significant increase in category 2 which is very important but category 9 shows that the praise is not obtaining a sharp increase. There is evidence of not following-up or accepting student-initiated talk. More conscious effort needs to be made to raise the 1/s and 3's in order to raise the 9 category as well as using 2's to encourage 9's.

Beginning of Year


Teacher 3-------COG
(New to Program)
Physical Environment
tables - every child with a place
no work areas
comfortable but traditional
Materials
library Spanish books on high shelf
some games - limited
experience charts
materials stored in closet - used when needed
BB used for instruction
Grouping
two and three groups - depending on activities
most groups working on assigned tasks
one group of very slow students - concerned about them
different size groups
flexible
Planning
always evidence of planning
groups assigned specific tasks
follows texts
aide with some specific tasks planned - little teaching
teaching aids planned
Pupils
enthusiastic
little self-initiated work
few in creative activities
strict discipline
small immature group

End-of-Year


Teacher 3-----COG
Physical Environment
work areas organized
comfortable arrangement
small areas for individual work
centers organized
Materials
great amount of teacher-made materials
many games and other educational aids for individuals and group
BB - creative and attractive - used as teaching aids
charts plentiful and used
different texts for different groups
Grouping
several groups - very small and large
assigned tasks
individuals working on self-selected tasks
very flexible
continuous shifting to allow for individual differences
Planning
very definite planning
continuous revision of plans
flexible
several texts planned for use in instruction
creative activities planned
Pupils
enthusiastic
all receive attention - slow and fast groups
more relaxed discipline
more creative activities self-selected
self-directed activities

Teacher 3, as shown in the preceding figures made a slow start in developing a free and relaxed learning environment. This was due to a high expectancy level of their abilities that did not materialize. Some time was spent in determining the level in which children could function the most effectively. This took a great deal of time and effort but the final results showed each child working at realistic tasks.

As is shown in the analysis of planning, a great deal of time was spent planning and re-planning. This could be a negative strategy but in this instance proved beneficial to the learners. Time seemed to be wasted, though the process was needed because of group needs and this should be a major consideration. The learner came first and the need to cover materials or texts last.

The end-of-the-year results showed pupils involved in many self-directed and self-chosen activities. Teacher control was more relaxed but firm.

The teacher's great concern for the slow learner was very evident at all times. This is unusual in most classrooms since the better students give teachers a sense of success and well-being.

Teacher 3

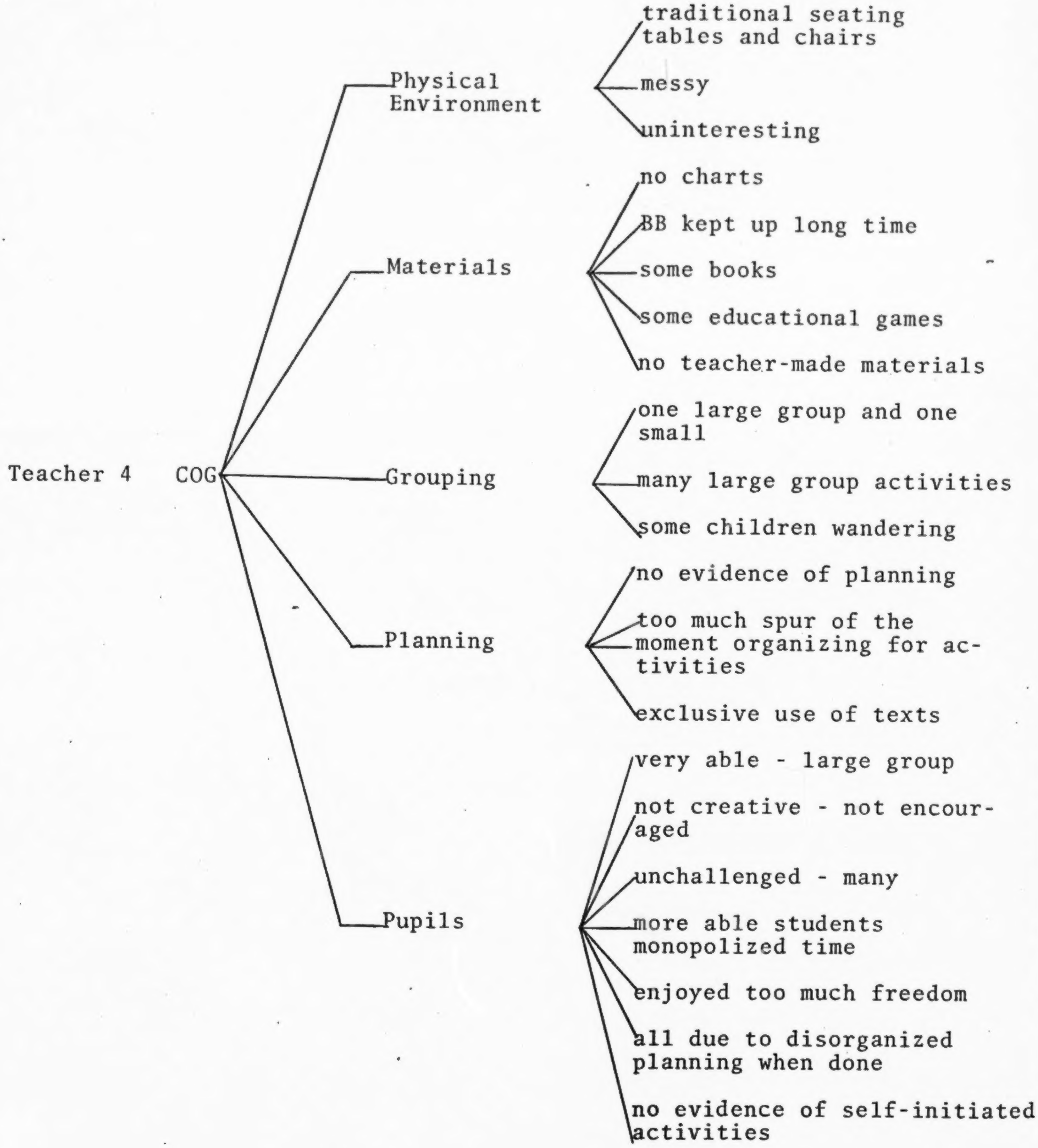
Flanders System of Interaction Analysis

Categories	1	2	3	4	5	6	7	8	9	10
Percentage first of year	1	2	0	30	25	10	4	25	0	3
Percentage end-of-year	1	8	2	27	20	6	3	23	6	4

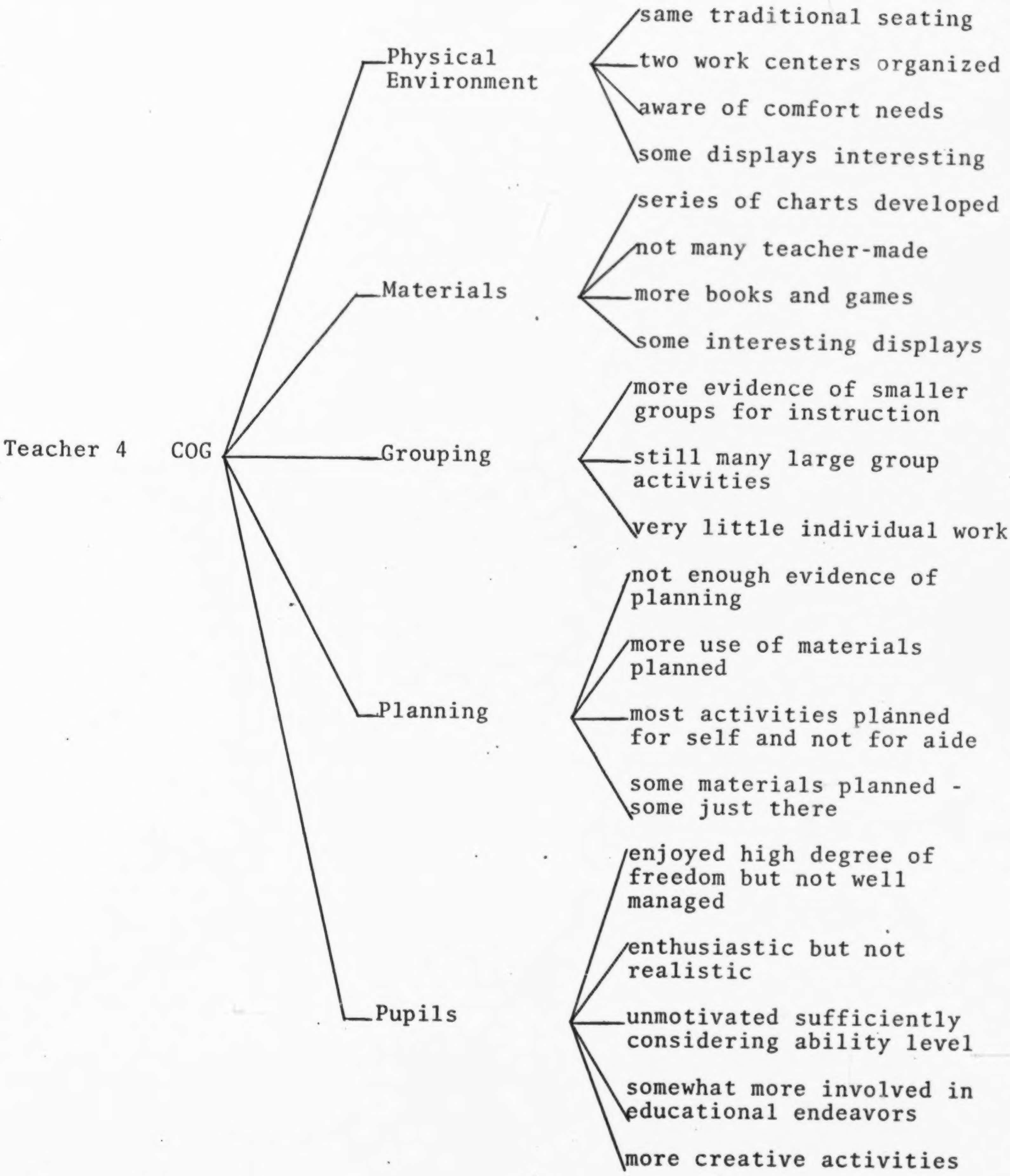
Category 2 shows the greatest improvement. Categories 1 and 3 are more difficult to achieve but there is evidence of awareness that they are needed. There is still a large portion of the time spent in teacher-talk (53%) with direct responses from the children. However the 9's show an increase perhaps because of the more relaxed and free instructional practices.

Category 10 is 1% larger partly because of several children responding to teacher talk. This again is due to the more relaxed participation enjoyed by students. It is not a desired category but in this instance shows a need that is evident early in the year - less strict discipline that stifled participation.

First of Year


Teacher 4
COG
Physical Environment
traditional seating tables and chairs
messy
uninteresting
Materials
no charts
BB kept up long time
some books
some educational games
no teacher-made materials
Grouping
one large group and one small
many large group activities
some children wandering
Planning
no evidence of planning
too much spur of the moment organizing for activities
exclusive use of texts
Pupils
very able - large group
not creative - not encouraged
unchallenged - many
more able students monopolized time
enjoyed too much freedom
all due to disorganized planning when done
no evidence of self-initiated activities

End of Year


Teacher 4
COG
Physical Environment
same traditional seating
two work centers organized
aware of comfort needs
some displays interesting
Materials
series of charts developed
not many teacher-made
more books and games
some interesting displays
Grouping
more evidence of smaller groups for instruction
still many large group activities
very little individual work
Planning
not enough evidence of planning
more use of materials planned
most activities planned for self and not for aide
some materials planned - some just there
Pupils
enjoyed high degree of freedom but not well managed
enthusiastic but not realistic
unmotivated sufficiently considering ability level
somewhat more involved in educational endeavors
more creative activities

Teacher 4 showed an inability to cope with all activities required to reach program objectives. Her attitude was very negative at the very beginning. This was unexpected since she had previously worked in a bilingual program sponsored by SEDL. What transpired during her year in the other bilingual program was difficult to assess since she was very difficult to draw into a meaningful discussion of her problems. Another reason for her inability to cope was perhaps because she had missed most of the orientation sessions since she had been on a trip to Europe.

Continuous efforts by the project director and the school principal to try and help her seemed practically impossible at the beginning. However through continuous conferences she became more willing to discuss her classroom problems. Some behavior changes were noticed during the year but not to the extent desired.

Her COG analyses at the beginning of the year show a very traditional classroom environment, very few materials, mostly large group instruction, insufficient planning, and haphazard wandering of pupils. At the end of the year, she showed some degree of improvement in certain areas but still a small degree of individualized instruction. Since this was an area she had enthusiastically agreed with when interviewed for the position the previous year, it was disappointing to see the final result. It became evident at the end that she was also very disappointed with the final evaluation. She resigned from the school district and is now seeking employment in another area of education that does not require working in a classroom.

Teacher 4

Flanders System of Interaction Analysis

Categories	1	2	3	4	5	6	7	8	9	10
Percentage first of year	0	2	0	21	25	6	2	34	6	4
Percentage end of year	1	4	0	20	31	3	3	30	6	2

Teacher 4's Flanders shows the two category (praise and encouragement) with a very low percentage. Her reason for this was that children did not need verbal praise from the teacher as long as she did not criticize. The 7 category (criticism) proves this point. However during conferences with the director and the principal, she complained about never being praised for some of the good work she was doing. Yet she expected for children to function effectively without praise.

The 9 category (student-initiated talk) is very low during the first and end of the year. This shows evidence of insufficient praise and very low 1's and 3's. She neither accepted feelings nor used ideas of students. Teacher-talk predominated most of the time.

First of Year

- Teacher 13 COG
  - Physical Environment
    - traditional seating
    - aware of comfort needs
    - attractive but somewhat messy
  - Materials
    - some charts
    - some games
    - BB for display - not changed regularly
    - easily accessible to students
    - some books
  - Grouping
    - several small groups
    - one large group for one activity
    - some degree of individual instruction
  - Planning
    - evidence of planning
    - plans not easily accessible
    - aide planned for
    - planned use of regular texts
    - not well organized
  - Pupils
    - enthusiastic
    - very active
    - always involved in some activity - purposeful
    - noisy at times
    - little creativity
    - some degree of self-initiated activities

End of Year

- Teacher 13 COG
  - Physical Environment
    - work areas - large
    - more flexible seating
    - attractive but somewhat disorganized
  - Materials
    - some charts
    - plenty of games
    - BB - not changed regularly
    - easily accessible to students
    - not adequately organized
  - Grouping
    - very flexible
    - planned for
    - different sizes - very small and some large
    - individual instruction evident
    - aide works with some
  - Planning
    - evidence of planning
    - somewhat better organized
    - planned use of several texts
    - still much reliance on following texts
  - Pupils
    - enthusiastic
    - enjoy freedom
    - less noise
    - more creativity allowed
    - evidence of self-initiated activities
    - most engaged in purposeful activities - 90%

Teacher 13's COG shows an acceptable degree of improvement from the beginning to the end of the year. Her major weakness was in keeping materials organized for maximum usage. However a continuous attempt was made to keep them in order and accessible.

Her attitude was very positive and open to suggestions at all times. Since she had been in the program the previous year, this may have helped to reassure her in her ability to function within the type of classroom environment needed for maximum learning. Her children enjoyed a great amount of freedom but it was mostly purposeful with evidence that learning was taking place.

Teacher 13

Flanders System of Interaction Analysis

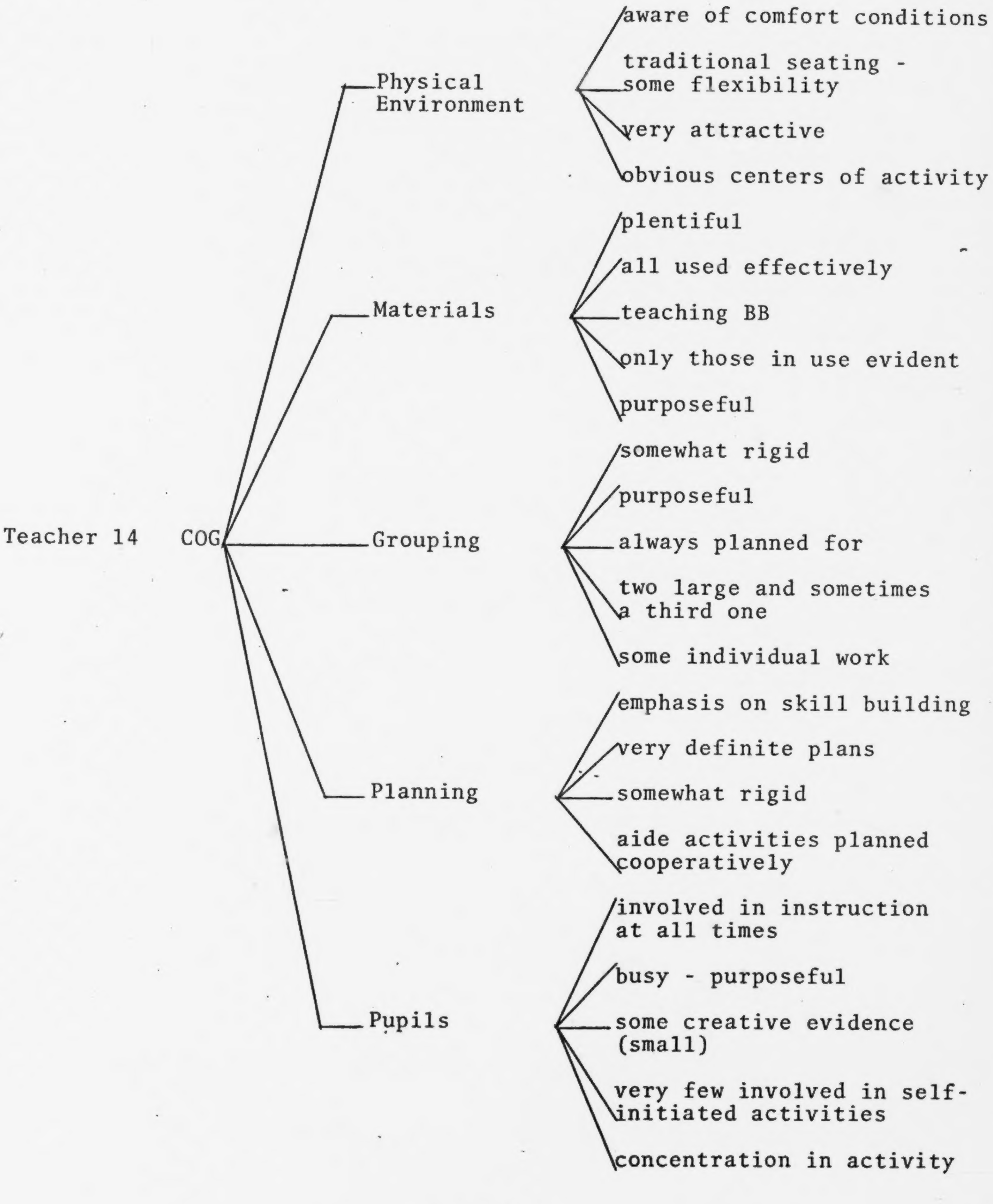
Categories	1	2	3	4	5	6	7	8	9	10
Percentage--beginning of year	1	5	0	20	25	7	3	30	6	3
Percentage--end of year	2	10	3	18	20	6	5	27	9	0

The 2 category (praise and encouragement) shows an acceptable gain towards the end of the year, from 5 to 10%. This change has increased the 9's.

The 1's and 3's show a slight increase towards the end of the year which shows awareness for the need to use these two categories. However they are still very low. Evidently the 2 category has increased the 9's but not sufficiently so that children feel free to expand on what is being taught or discussed.

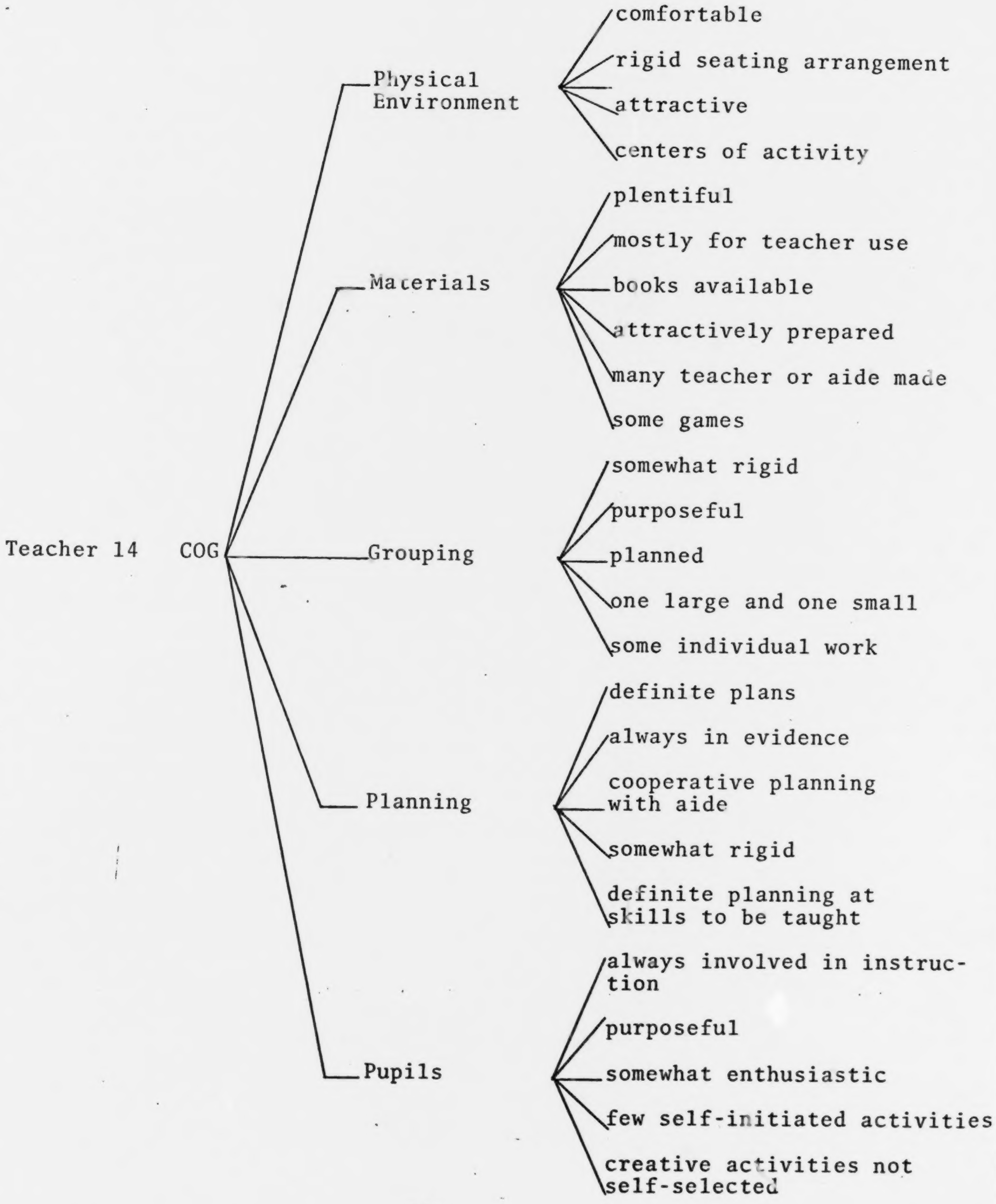
The teacher still controls interaction as is evidenced by the 4, 5, 6, and 7 categories. She talks 59% of the time.

First of Year



- Teacher 14 COG
  - Physical Environment
    - aware of comfort conditions
    - traditional seating - some flexibility
    - very attractive
    - obvious centers of activity
  - Materials
    - plentiful
    - all used effectively
    - teaching BB
    - only those in use evident
    - purposeful
  - Grouping
    - somewhat rigid
    - purposeful
    - always planned for
    - two large and sometimes a third one
    - some individual work
  - Planning
    - emphasis on skill building
    - very definite plans
    - somewhat rigid
    - aide activities planned cooperatively
  - Pupils
    - involved in instruction at all times
    - busy - purposeful
    - some creative evidence (small)
    - very few involved in self-initiated activities
    - concentration in activity

End of Year


Teacher 14
COG
Physical Environment
comfortable
rigid seating arrangement
attractive
centers of activity
Materials
plentiful
mostly for teacher use
books available
attractively prepared
many teacher or aide made
some games
Grouping
somewhat rigid
purposeful
planned
one large and one small
some individual work
Planning
definite plans
always in evidence
cooperative planning with aide
somewhat rigid
definite planning at skills to be taught
Pupils
always involved in instruction
purposeful
somewhat enthusiastic
few self-initiated activities
creative activities not self-selected

Teacher 14's COG shows the general tendencies of a traditional teacher in a traditional teaching environment. She is extremely skill-oriented and does an excellent job of teaching skill-building activities. This may be explained by her consuming drive to help children learn the skills needed to be able to read. Her long teaching experience in the traditional way has been very difficult to change. However, she has shown the desire to change and has very slowly shown some progress in more desirable teaching behavior.

Her children do learn but it could be done in a more pleasant way. Her teaching methods are not unpleasant for she has shown a great deal of creativity, but children do not seem to enjoy learning more fully. There is very little evidence of spontaneity on the part of the students. Hopefully every additional year in the program should help her to improve. Her first year in the program showed her to be extremely traditional. This second year, some beneficial and adequate changes are in evidence in her classroom.

Teacher 14

Flanders System of Interaction Analysis

Categories	1	2	3	4	5	6	7	8	9	10
Percentage--beginning of year	0	3	1	20	27	8	4	35	2	0
Percentage--end of year	2	12	2	25	15	7	2	30	5	0

Teacher 14's Flanders shows a dramatic increase in the 2 category (praise and encouragement) at the end of the year. The low percentage in the 2 category early in the year was brought to her attention and she responded in a very positive way.

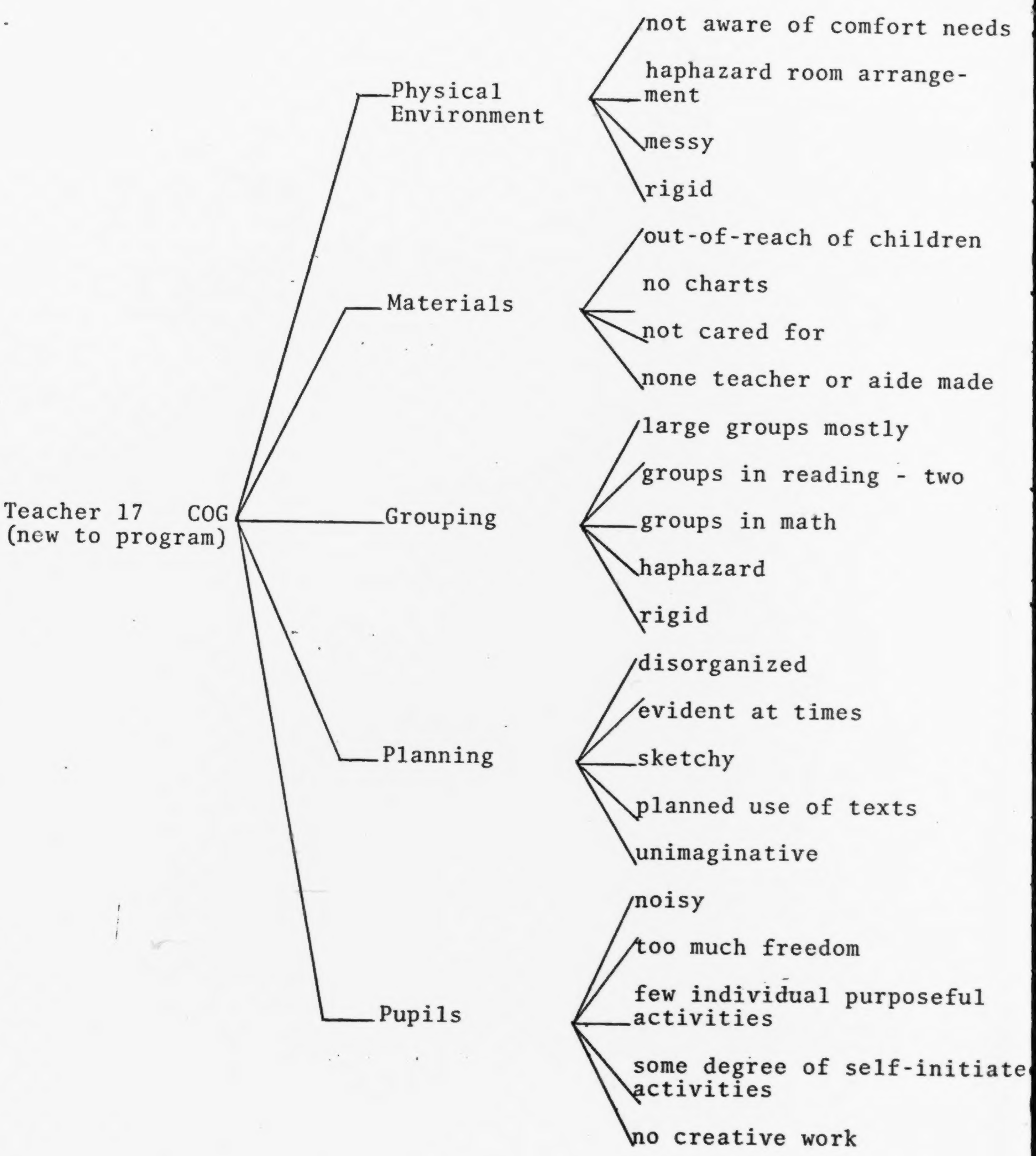
The 4 category (questions) and the 8 (student response) are very close which indicate a question-answer type of interaction. This is characteristic of a teacher who is very skill oriented as is true with Teacher 14 as well as the other teachers in the program.

The 1 and 3 categories are still very low at the end of the year. Since these categories also affect 9's, the 9 category is also very low. Here again one can see the emphasis pattern-question and answer or drill. As was explained in the discussion of her COG, Teacher 14 emphasizes skill development.

The 10 category shows 0 both at the beginning and at the end of the year. This is characteristic of a highly regimented classroom and this is particularly true of this classroom. However, children do other activities (very few) that are not directly under the supervision of the teacher or the aide but they have been previously directed to do them.

This classroom can best be characterized as very quiet and purposeful.

First of Year


Teacher 17 COG
(new to program)
Physical Environment
not aware of comfort needs
haphazard room arrangement
messy
rigid
Materials
out-of-reach of children
no charts
not cared for
none teacher or aide made
Grouping
large groups mostly
groups in reading - two
groups in math
haphazard
rigid
Planning
disorganized
evident at times
sketchy
planned use of texts
unimaginative
Pupils
noisy
too much freedom
few individual purposeful activities
some degree of self-initiate activities
no creative work

End of Year

- Teacher 17 COG
  - Physical Environment
    - somewhat more aware of comfort needs
    - more flexible room arrangement
    - less rigid
    - more attractive but at random
  - Materials
    - on tables for children to use
    - charts on child's heritage
    - more careful use
    - not many teacher-made
  - Grouping
    - some large groups
    - somewhat more flexible
    - individualized math
    - small groups in reading
    - aide assigned group work
  - Planning
    - more fully expanded
    - in evidence
    - planned use of several texts
    - plans for aide
  - Pupils
    - more rigid control
    - engaged in some purposeful activities
    - some self-initiated activities
    - creative work planned by team teacher
    - more meaningful enthusiasm

Teacher 17's COG shows a very disorganized classroom environment at the beginning of the year. This was due to insufficient planning and a lack of understanding of elementary school children and the elementary school in general. Her past experience was primarily at the college level. She tended to treat children as adults expecting them to do assigned work without adult supervision. She also expected them to be self disciplined which is not typical of most children especially the particular group assigned to her. Through continuous conferences with the director and her willingness to learn, she managed to obtain more direct control at a realistic level.

The need to organize the physical environment for maximum comfort that would enable students to enjoy learning seemed to escape her. This can be understood when one compares college classrooms with elementary school classrooms. This again shows her inability to cope with the elementary school environment because of her lack of knowledge about the things teachers in the elementary school do to achieve a certain degree of desirable comfort in the classroom. Several full days were spent helping her to organize and re-organize seating and grouping arrangements as well as helping her develop attractive bulletin boards and teaching aids. She showed some awareness of this need by the latter half of the year and was able to function somewhat more effectively and efficiently in this area.

Planning and grouping procedures were also done with some difficulty. They were not as difficult to correct with some degree of adequacy by mid-year. However, neither of the two procedures was as fully developed as they should have been.

Teacher 17
Flanders System of Interaction Analysis

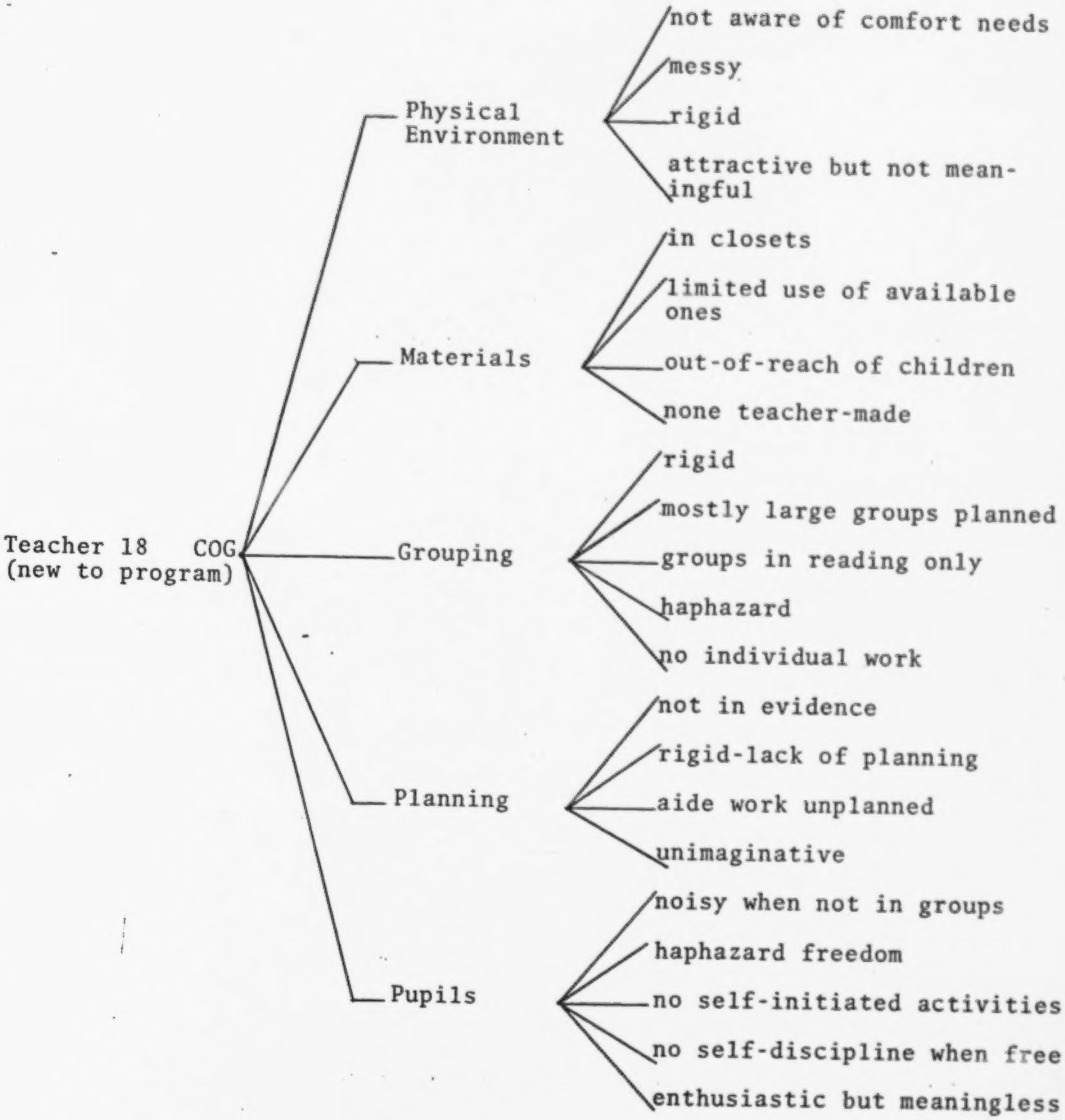
Categories	1	2	3	4	5	6	7	8	9	10
% beginning of year	0	2	0	20	32	8	8	22	1	6
% end of year	1	4	1	23	29	6	5	25	2	4

Teacher 17's Flanders shows a teacher that lectured (32-39) most of the time. This again can be attributed to the type of teaching usually done at the college level. There is a very slight difference between the first and last of the year. In all, she talked 66% of the time at the beginning of the year and 63% at the end of the year. Children did not get any time in which they could hear themselves talk except when answering questions or repeating.

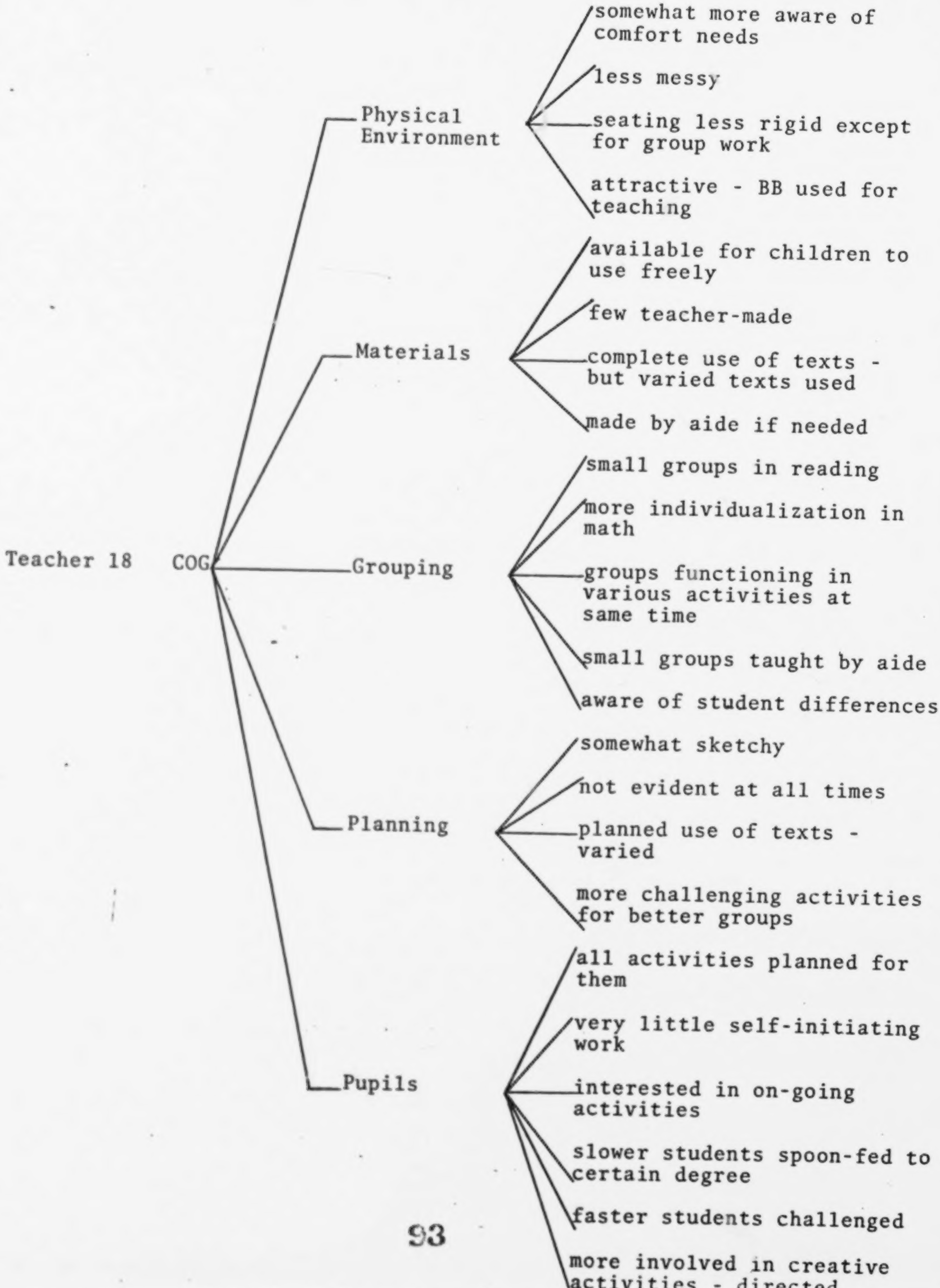
The 10 category shows a high percentage at the beginning of the year with slightly less by the end of the year. She had started the year with too much freedom and very few purposeful activities due to insufficient planning and lack of knowledge about elementary school children. She used the 7 category to bring down the 10's with some degree of success.

The 9 category shows an extremely low percentage. The lack of 1's and 3's as well as the 2's prevented the 9 category from showing a higher percentage. The continuous lecture probably also inhibited children from speaking.

First of Year


Teacher 18 COG
(new to program)
Physical Environment
not aware of comfort needs
messy
rigid
attractive but not meaningful
Materials
in closets
limited use of available ones
out-of-reach of children
none teacher-made
Grouping
rigid
mostly large groups planned
groups in reading only
haphazard
no individual work
Planning
not in evidence
rigid-lack of planning
aide work unplanned
unimaginative
Pupils
noisy when not in groups
haphazard freedom
no self-initiated activities
no self-discipline when free
enthusiastic but meaningless

End of Year



- Teacher 18 COG
  - Physical Environment
    - somewhat more aware of comfort needs
    - less messy
    - seating less rigid except for group work
    - attractive - BB used for teaching
  - Materials
    - available for children to use freely
    - few teacher-made
    - complete use of texts - but varied texts used
    - made by aide if needed
  - Grouping
    - small groups in reading
    - more individualization in math
    - groups functioning in various activities at same time
    - small groups taught by aide
    - aware of student differences
  - Planning
    - somewhat sketchy
    - not evident at all times
    - planned use of texts - varied
    - more challenging activities for better groups
  - Pupils
    - all activities planned for them
    - very little self-initiating work
    - interested in on-going activities
    - slower students spoon-fed to certain degree
    - faster students challenged
    - more involved in creative activities - directed

Teacher 18 shows continued dominance of classroom interaction at the end of the year. This situation is explained more fully in the discussion of her COG. Spoon feeding is indicated in the 5 category and 8 which is primarily student repetition of what the teacher said. She does show in the 1's and 2's some awareness of the student need to be more accepted. However there is very little reinforcement of student accomplishments. This again seems to be because of the technique used for instruction. If the child is given the answers, there is very little incentive for the teacher to praise or encourage.

It should be pointed out that this teacher seemed to be able to interact with children during periods of play and other similar activities. Instruction time was more rigid and everything had to deal with the material to be covered.

Flanders
Teacher 18

Categories	1	2	3	4	5	6	7	8	9	10
1st of year %	0	1	0	15	20	3	6	37	2	6
End of year %	3	2	1	18	27	5	3	34	3	4

Teacher 18 made very slow progress in developing planned activities that were challenging to the different levels of ability found within the two groups she taught. This was partially due to her past experience as a special education teacher. Her main concern at the beginning was to place children in books regardless of their ability or level of understanding. All groups were told all the words they read which indicated difficult materials. Her comment when made aware of this situation was, "They'll learn the word if they hear it enough times." However through continuous conferences, she began to develop an interest in materials that were more adequate to children's needs. By the end of the year, she had the more capable students reading and doing math above grade level. The less capable students were still spoon-fed but with less frequency.

SUMMARY
COG - FLANDERS

In reading the discussion of the COG and Flanders, the reader must keep in mind the time in which the observations took place. Evaluation of teacher-pupil behaviors, unless done on an every-day basis, may show negative or positive patterns and may not be a true picture of what is actually taking place all the time. Care was taken on visiting classrooms at different times and for different activities to insure some degree of variety. However the assessment may not show the exact or prevailing patterns of behavior.

Flanders evaluation is a very sensitive area of assessment since teachers tend to become somewhat nervous and do an undue amount of talking. Just the idea of being evaluated inhibits teachers and they tend to exhibit signs of apprehension. It is very difficult to become accustomed to this type of observation since school districts do not ordinarily do this type of assessment. Informal observations which are a definite part of process evaluation have shown teachers to be less inclined to monopolize teacher-pupil interaction. It has taken time to achieve this but they show considerable awareness of this very important aspect of the teaching-learning process.

The Flanders evaluation tables show teachers more aware of the need for 1's, 2's, 3's, and 9's. Some progress has been made and more is expected in the future. However it is important that the reader understand that teacher-talk cannot be eliminated but that it must be modified.

In the final analysis, all classroom teachers showed considerable improvement in classroom management, grouping procedures, attractive and functional physical environment, regular planning and sufficient teaching aids and materials. Varied techniques for teaching the basic subjects were used by all teachers. None relied on only one method of instruction.

Individualized instruction has been the main emphasis for the past two years. The COG analysis of each teacher shows definite progress in this direction. Future plans indicate a high degree of individualization in all the basic skill areas. This type of instruction will certainly enhance the overall program in making it more relevant to children's needs. Oral language development has been taught in all classrooms. It had seemed an impossible task in the initial stages of program development because teachers were determined to initiate the reading program as soon as possible. Through continious emphasis of this need, teachers have become accustomed to plan for it and to use it in all curriculum areas. Hopefully this same process will have the same effect on the implementation of individualized instruction in all basic skill areas.

Aside from the Flanders and COG observations made by the project director and Dr. Ben Harris, students from the University of Texas observed in the two bilingual classes of school 2 using CASES and in the four bilingual classes of school 4 using the DYADIC system.

As was mentioned in the description of the evaluator's activities, the observers at school 2 were able to make pre and post observations, giving the reader an idea of the changes which developed during the year in the classrooms of Teachers 9 and 10.

In school 4, however, the observations using the DYADIC system did not fare so well. The pre observations were completed, with the results presented in Tables 5, 7, 8, 9, and 10, depicting the teacher-child behaviors observed. The post observations, however, were invalid due to end-of-the-year complications such as testing, field trips, parties, etc. Thus the DYADIC data describes the classroom behaviors of Teachers 13, 14, 17, and 18 as they were observed during November and early December only.

Illustration 2,5 provides a brief description of the CASES categories. Illustrations 3, 4, 5, and 6 describe the DYADIC categories For a more comprehensive understanding of the two observation systems, the reader should consult the manuals as listed in the bibliography.

The CASES data derived from observations of the two classrooms at school 2 is best summarized as percentages of time spent by the average child in each of the categories, and as the frequency of observation of each category. The frequencies reflect how many times children were observed exhibiting each particular category of behavior during all observations, while percentages are found by dividing the frequency in each category by the total number of observations made, i.e.,

$$\frac{\text{number of times category of behavior observed}}{\text{total number of observations made}}$$

The percentages and frequencies found in Table 5 reflect early and late observations of teachers 9 and 10 from school 2. Early observations were made from December 1 to December 18 in Teacher 9's class and from November 29 to December 14 in Teacher 10's class. Late observations were made from April 22 to May 29 in Teacher 9's class, and from March 2 to March 30 in Teacher 10's class. As mentioned before, each child in the class was observed three different times, five minutes each time, for a total of fifteen minutes. A category of behavior was coded every ten seconds, giving each child about 90 observed interactions.

The data on individual children observed in the early observations was fed back to the teachers involved by the evaluator, resulting in increased teacher awareness of behavior problems, as attested to by teachers 9 and 10 in informal discussion at the inservice program where CASES was presented, as well as by changes in children's behavior, especially in Teacher 9's class. (Subsequently an inservice training session provided all project teachers with an exposure to the CASES system, and Dr. Ed Emmer of the University of Texas at Austin helped one teacher, #3, work out a scheme for handling a group of persistent troublemakers in her class).

Looking at the observations made of Teacher 9's class, it seems from the summative data presented that the pattern of her children's behavior seems to be quite varied. Since this class is one of those with the highly individualized instruction, the high percentage of appropriate social interaction (category 7) on both early and late observations is to be expected. This, together with the next highest percentage, self-directed activity (category 5) provide a basis for describing this teacher's classroom, where each child worked at his own pace, either alone or in a small group, with much teacher support for self-initiated action. The philosophy of "freedom without license" was practiced faithfully by the first graders of Teacher 9. As evidenced by the data, however, this philosophy is not without its pitfalls, such as two other categories with large percentages, getting ready and cleaning up (category 14) and observing passively (category 11). It should be noted that these were the next two highest percentages during early observations, but had dropped considerably by late observations, while appropriate social interaction and self-directed activity increased in even larger proportions. Other changes worth mentioning included drastic drops in percentage of time spent following directions passively and submissively (category 10-cut by 2/3) and seeking support, assistance, or information (category 9-cut by 3/4). Thus the freedom allowed by Teacher 9 resulted in much appropriate socialization and self-directed activity in her classroom, but, in the early part of the year at least, permitted some behavior of questionable value for the cognitive development of her children.

Teacher 10, while at the same school teaching second grade, shows much more emphasis on order and control. From informal observations by the evaluator, she appears more concerned with assessing each child's needs on a daily basis and challenging his cognitive processes, without losing sight, though, of the need for social development. In both early and late observations, Teacher 10's children demonstrated a variety of behaviors, including, as with Teacher 9's class, large percentages of time spent in appropriate social interaction (category 7) and self-directed activity (category 5). One area of concern, however, is the drop in percentage of time spent paying rapt attention to the task at hand. It appears, from looking at the data, that the trend of behavior in Teacher 10's class was moving away from spending time "paying rapt attention" to the task at hand and towards a variety of other behaviors, though towards none of the other categories in particular.

It appears from the data that both Teacher 9 and Teacher 10 have made great strides towards making a highly individualized program work, with their children's behavior demonstrating an environment where cognitive as well as affective development can take place.

Teachers 13, 14, 17, and 18 also were observed by trained coders from the University, using the Dyadic system (Brophy and Good, 1970). The Dyadic system, as the name implies, looks at interactions between two people, a teacher and a pupil. Each interaction is treated to a number of analyses to determine the quality and quantity of teacher-child relationships. (See illustrations 3, 4, 5, and 6). The results are summarized best by the categories from the coding sheet with frequencies for each teacher under each category. Teachers were observed by trained coders with minimum intercoder percentage agreement of .85, from November 1 to December 15, from 9 to 12 a.m. The data to be discussed is found in Tables 7, 8, 9, and 10. Observations are broken down into different classroom situations including general class sessions where the entire class and the teacher work together, (Table 7 and Illustration 5, 3,4) reading group sessions where the teacher works with a small group (Table 8 and Illustration 5 describe work recitations and reading turns in reading groups; Table 9 and Illustration 5 describe questions in reading groups), and dyadic contacts, where individual students interact with the teacher (Table 10 and Illustration 6).

Observers of all four program classes in school 4 reported some common characteristics of teachers' behavior. As might be expected, all teachers' predominant pattern when questioning children was to ask a direct product question (asking a specific child a question with a specific answer in mind), followed by a correct answer by the child and affirm right ("That's right!") feedback by the teacher. Reading group recitations characteristically ended with the same affirm right teacher feedback, with variations from these two patterns of behavior providing the most relevant factors for describing and evaluating teacher performance. All four teachers also were similar in the amounts of procedural and warning behavior contacts observed which occurred at a generally acceptable frequency in each class.

Teacher 13 was observed for 10 hours, including 175 interactions in general class, 76 interactions of reading turns or work recitations, 459 interactions of questions in reading groups, and 82 dyadic contacts. This teacher shows the widest variety of teaching behaviors, including some positive and some negative aspects. The sizable amounts of part-right, incorrect, and don't know answers, coupled with the large amount of sustaining teacher feedback, indicate that Teacher 13 provides challenges for her children and follows questions often by asking other questions of the same child, or at times by asking another child the same question. In reading groups Teacher 13 mostly followed the usual practice observed in all four classes of ending each child's turn by affirming correct, i.e. "that's right." Teacher 13 was, however, the only teacher of the four observed in school 4 who ended turns with criticism or by asking another child to recite. Since school 4's first grade was grouped by ability, Teacher 13 was observed teaching the "high" half of the two first grade classes involved. Thus the data, as presented, reflect a composite of her treatment of all of the children in the "high" half, and, as was brought to the evaluator's attention by the trained observer, Teacher 13 did when observed spend more time with the children in her "fast" reading group versus the children in her "slow" reading group. Nevertheless, the data do show Teacher 13 exhibiting such practices as process questioning and sustaining feedback, signs of her challenging her children.

Teacher 14 was observed for 10 hours, including 88 interactions in general class, 200 interactions of reading turns, 370 interactions of questions in reading groups, and 111 dyadic contacts. Teacher 14 was observed teaching the "lower" half of the first grade project classes at school 4, which is reflected in the style adapted by her to meet her situation.

In general class situations, Teacher 14 demonstrated a concern for her children's self concept, as evidenced by high proportions of called-out questions by children and self-related questions by the teacher, though also challenging their cognitive ability as evidenced by part-right, wrong, and don't know responses by children and sustaining feedback by her. The same pattern is found for questions in reading groups, except for a smaller proportion of self-related questions, which would be expected, as large group instruction is usually more the time for such interaction. Reading turns, though a number of turns do end with no feedback, are characterized by rephrasings of questions, new questions, and encouragement. The large number of precedural dyadic contacts were probably due to necessary directions for her "slow" students as they became accustomed to the school routine.

Teacher 17, the second grade teacher at school 4 teaching all day in Spanish, was observed during instruction with the "low" half of the two team-taught project second grade classes. She was observed a total of eight hours spread over the same period as the other classroom observations, including 73 interactions in general class, 53 interactions of reading turns or work recitations, 79 interactions of questions in reading groups, and 95 dyadic contacts.

When asking questions, whether in general class or reading groups, Teacher 17 showed very little variation from the standard questioning pattern, and when the child answered incorrectly, her response was either no feedback or negate wrong ("No"). After all "don't know" responses by her children, she would ask another child the same question. Her children's reading turns characteristically ended with the usual affirm right feedback, with no feedback after a number of recitations. She did give a number of assists with pronunciation and rephrasings during turns, however. This rather direct pattern of teacher behavior reflects the background of Teacher 17, a Spanish major in college who was teaching elementary school for the first time. As attested to by the project director, she has shown considerable improvements, and from the evaluator's informal observation, has shown herself to be one of a few project teachers who seems truly comfortable speaking and teaching in Spanish all day.

Teacher 18 was observed only in small group sessions, including 278 work recitations and reading turns, 115 questions in reading groups, and 95 dyadic contacts. She was observed during the same period as the other teachers, 9-12 a.m., November 1 to December 15, for a total of 8 hours.

Her treatment of her children during reading turns and work recitations appears from the data to be very warm from the amount of encouragment observed, but perhaps too supportive. As her observer pointed out to the evaluator and the volume of "give answer" feedbacks recorded indicate, her children's reading turns are almost an incessant series of attempts by a child at a word with the teacher giving him the answer. The turns end mostly with affirm right feedback, but from the evidence it appears the teacher did most of the work. Questions in reading groups were handled differently by Teacher 18, with a variety of types of feedback, including praise and rephrasings, and very little giving of answers. A large proportion of these questions were child initiated, as were about half of the dyadic contacts observed, reflecting a feeling of freedom on the part of her children. It should be noted that after consultation with the project director who in turn worked a great deal with Teacher 18, a gradual change in behavior was evident to both the director and the evaluator. Her children appeared to be reading with no more than the normal support expected, without any apparent loss of spontaneity.

DESCRIPTION OF CASES[1] CATEGORIES

(As Modified)

1. Aggressive Behavior - as described
2. Negative (Inappropriate) Attention - Getting-bothering others physically or verbally (as described), intentionally gaining attention by gestures, noises, etc.
3. Manipulating and Directing Others as described - strong bossiness, ordering, or manipulating
4. Resisting Authority - as described
5. Self-directed Activity (a & b)* - must be element of concentration or interest, continuing
6. Paying Rapt Attention (a & b) - persisting attention to verbal or visual stimuli as described
7. Working together and Social Interaction (a & b) - academic or social activity, talking, playing, working together
8. Walking around - without obvious purpose or aim (next coded number will usually identify reason for walking)
9. Seeking support, assistance, information as described (a & b)
10. Following directions passively and submissively. (a & b) working without interest, submitting to requests, waiting for instructions, waiting in line, etc.
11. Observing passively - as described
12. Responding to Internal Stimuli - as described
13. Physical Withdrawal or Avoidance - as described
14. Getting Ready and Cleaning up - picking out materials from shelves, sorting materials, getting ready to work, cleaning up, putting materials back

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[1] Spaulding, 1970. See bibliography.

* a = appropriate
b = inappropriate

Table 5

SUMMARIES OF CASES* OBSERVATIONS

Teacher #9 — Early Observations

CATEGORIES

	1	2	3	4	5	5b	6	6b	7	7b	8	8b	9	9b	10	10b	11	12	13	14
%	1	2	1	1	14	1	10	1	18	2	5	0	8	1	9	1	11	3	1	12
F	7	62	19	8	347	24	262	34	451	62	144	0	208	11	226	2	279	84	2	307

Teacher #9 — Late Observations

	1	2	3	4	5	5b	6	6b	7	7b	8	8b	9	9b	10	10b	11	12	13	14
%	0	1	1	1	22	0	17	1	32	0	2	0	2	0	3	0	9	2	0	7
F	0	8	18	31	661	0	476	3	872	0	65	0	41	0	72	0	254	68	0	186

Teacher #10 — Early Observations

	1	2	3	4	5	5b	6	6b	7	7b	8	8b	9	9b	10	10b	11	12	13	14
%	1	1	1	1	19	0	21	1	23	1	5	1	5	0	1	0	10	7	1	6
F	4	5	3	4	479	0	525	22	596	20	120	22	120	0	33	0	250	183	4	161

Teacher #10 — Late Observations

	1	2	3	4	5	5b	6	6b	7	7b	8	8b	9	9b	10	10b	11	12	13	14
%	1	1	1	1	19	2	6	2	27	3	4	1	3	1	2	1	14	6	1	9
F	1	9	22	15	508	52	152	58	701	83	120	19	73	1	40	12	36[illegible]	152	1	227

- Numbers in % row represent percentage of time children were observed exhibiting each category of behavior. (1% includes also anything less than 1%.)
- Numbers in F row represent number of times children were observed exhibiting each category of behavior. (Out of 2539 early and 2755 late observations in Teacher 9's class, 2561 early and 2606 late observations in Teacher 10's class.)
- Teacher 9 had 29 children observed in early, 31 in late observations.
- Teacher 10 had 24 children observed in early, 29 in late observations.
- Minimum intercoder percentage agreement = .90.
- See Illustration 2 for description of categories.
- A "b" designates innappropriateness i.e. 6b=inappropriately paying rapt atttion to the task at hand

*For a complete description of the original categories and other pertinent information, see Spaulding's CASES manual, cited in Bibliography.

Table 7

DYADIC CATEGORIES AND SUM DATA GENERAL CLASS

	RESPONSE OPPORTUNITIES																
	Child				Question				Answer				Terminal Feedback				
	Discip	Direct.	Open	Call	Pcss	Prod	Choice	Self*	+	+ -	-	DK	++	Aff. Rt.	0	Neg. Wrong	- -
13	0	113	44	18	52	117	7	31	132	12	4	25	+ 1	+ + 127 6	DK + - 3 1 1	+ - 1 1	0
14	0	61	7	20	4	84	1	47	72	3	3	9		+ + 71 1	DK 1	+ - 2 2	0
17	0	73	0	0	0	73	0	0	65	0	8	0	0	+ 65	0	- 8	0
18	N O G E N E R A L C L A S S				O B S E R V E D - -				- - - - - - - - - -				- - - - - - - - - - -				

	Terminal (cont'd.)				Sustaining		
	Pcss	Give Ans.	Ask Oth.	Call	Rept.	Reph. or Clue	New Q
13	+ - 1 1	DK 1	DK - + 12 1 3	DK + 2 11	DK + 2 1	+ DK 1 2	DK + + 4 25 2
14	0	0	DK + 2 1	DK 1	DK 1	DK - 3 1	DK + - 1 4 1
17	0	0	0	0	0	0	0
18	------NO GENERAL CLASS OBSERVED -----				-----------		----------

* Self questions were only tallyed. No other information besides number of self questions asked was considered.

SUMMARY OF GENERAL CLASS INTERACTIONS

Teacher 13 - 175 observed interactions. Mostly direct, product questions, right answers, affirm right feedback. Greatest amount, though, of variations of 4 teachers observed with sizable amounts of open process questions, part-right or don't know answers, and sustaining feedback.

Teacher 14- 88 observed interactions. Mostly same pattern of direct, product questions, right answers, affirm right feedback. High proportion of call-out and self-related questions.

Teacher 17 - 73 observed interactions. No variation from direct, product questions, affirm right feedback to correct answers, negate wrong feedback to incorrect answers.

Teacher 18 - No interactions observed in general class. All interactions observed in reading groups.

Table 8

DYADIC CATEGORIES AND SUM DATA - READING GROUPS
READING TURNS AND WORK RECITATIONS

READING AND RECITATION

	TERMINAL FEEDBACK												SUSTAINING				
	Self	Work Rec.	Read Turn	+ +	Aff. Rt.	0	Neg. Wr.	- -	Pess.	Give Ans.	Ask Oth.	Call Out	Rept.	Reph. or Clue	Now Q	Enc	Pron
13	1	10	66	15	E 43 | 4	13	1	E 9 | 1	3	71	E 16 | 2	2	0	7	0	15	0
14	0	0	200	11	E 171	E 17	E 2 | 2	5	0	30	10	0	3	40	48	55	0
17	0	13	40	E 4 | 2	E 30	E 16	E 3	0	1	49	14	2	0	10	0	11	19
18	0	15	263	E 5 | 21	E 271	E 2	10	0	0	3526	17	3	0	38	5	116	0

Discussion of Work Recitations and Reading Turns in Reading Groups

Teacher 13 - 76 interactions. Turns end mostly with affirm right feedback, though an unusually large number of turns end with criticism or by asking another child to recite. Sizable amounts of praise and giving answers during turns.

Teacher 14 - 200 interactions. Turns end mostly with affirm right feedback, with large numbers of rephrasings, new questions, and encouragement characterizing reading turns.

Teacher 17 - 53 interactions. Mostly affirm right feedback to end turns, but many turns ending with no feedback. Much pronunciation assistance and giving answers during turns.

Teacher 18 - 278 interactions. Same pattern as seen before of affirm right feedback at end of turns, but relatively volumous number of give answers, large amounts of encouragement, and praise during turns.

Table 9, P. 2

DYADIC CATEGORIES AND SUM DATA READING-GROUPS GENERAL QUESTIONS

READING AND RECITATION

	Question				Child		Answer				Terminal Feedback				
	Pcss	Prod	Choice	Self	Aff	Call out	+	+ -	-	Dk.	+ +	Aff. Rt.	0	Neg. Wr.	- -
13.	7	438	14	2	240	219	377	27	27	28	+25	+311 +19	+31 +1 -3	-7 +2	+6 Dk 1
14.	10	353	7	16	351	19	240	16	59	56	+5	+238 +4	+1 Dk 2	-43 Dk 1	0
17.	0	79	0	3	76	3	63	0	9	5	0	+54	+9 -2	-7	0
18.	0	112	3	25	92	23	106	5	2	2	+6	+97	+3 Dk 1	-2	0

READING AND RECITATION

	Terminal (cont'd.)				Sustain		
	Pcss	Gives	Asks	Call'	Rept.	Reph or Clue	New Q
13.	+12 DK 1 +2	DK 9 +1 +5	DK 5 -2 +1	DK 5 +2 +1	-4	DK 7 ±6 -10	+137 ±1 DK 1
14.	-1	DK 9 +2	DK 19 +1 -26	DK 2 -1	-6 +1 DK 7	-6 +1 DK 7	+39 +9 -6 DK 14
17.	0	-4	DK 5 -1	0	0	0	+1
18.	0	DK 1	0	0	0	+5	0

Table 10

DYADIC CATEGORIES AND SUM-DATA DYADIC CONTACTS

	CREATED								AFFORDED								
	Word					Procedure			Work					Procedure			
	++	Pcss	F	--	?	++	Fb	--	++	Pcss	Fb	--	?	Pcss	++	W	--
13			13				3			4	2			31	1	28	
14		1	1				1			7	15			75	2	9	
17		1	19				19			3	6			17		90	
18	5	1	29				29			6				18		21	

Teacher 13 - 82 Dyadic contacts. Mostly teacher afforded procedural or behavior warning contacts. Some child-created contacts with teacher feedback.

Teacher 14 - 111 Dyadic contacts. Almost all teacher afforded, with relatively large number of procedural contacts and sizable amounts of process and regular feedback to work-related contacts.

Teacher 17 - 16 Dyadic contacts. Mostly teacher-afforded behavior warnings or procedural contacts, but many child-created contacts with regular feedback to both work and procedure-related interactions.

Teacher 18 - 95 Dyadic contacts. Almost equal amounts of child-initiated and teacher-initiated contacts, with mostly procedural contacts and behavior warnings by teacher. Child-created work-related contacts bring some praise and regular feedback with procedural contacts resulting in regular feedback.

Summary of Questions in Reading Groups

Teacher 13 - 459 interactions. Nearly half were called out with both teacher or child-afforded question mostly product, correctly answered and affirm right feedback. Quite a variety of feedback to all types of answers, including praise, no feedback, and new questions after correct answers, and rephrasing of questions after don't know, part-right, and wrong answers.

Teacher 14 - 370 interactions. Much of the pattern of product questions by the teacher, right answer, and affirm right feedback, but with considerable variation in kind of answers and feedback, including asking another the answer after don't know or incorrect response, and asking a new question of the same child after all four kinds of answers.

Teacher 17 - 79 interactions. Mostly same patterns of product question, right answer, affirm right feedback, with some cases of no feedback after correct responses.

Teacher 18 - 115 interactions. Same pattern of product question, right answer and affirm right feedback predominates.

Illustration 3

DYADIC SYSTEM; DESCRIPTION OF GENERAL CLASS RESPONSE OPPORTUNITIES, P. 1

CHILD	
1. Discipline:	question directed to child due to obvious inattention or misbehavior
2. Direct:	question to child who does not have hand raised
3. Open:	child volunteers to answer by raising hand
4. Call-out:	child calls out answer before teacher designates any one child to do so

QUESTION:	
1. Process:	question calling for logical, cognitive reasoning; an extensive response; usually prefaced by "why" or "how"
2. Product:	question seeking knowledge of a specific fact, one word or short phrase: "who" "what" "when"
3. Choice:	question offering alternatives, answer contained within question; increases child's chances for success, but encourages guessing
4. Self:	child asked to convey feelings or a personal expperience; offer an opinion

ANSWER	
1. + (right)	answer correct as accepted by the teacher
2. ± (part-right)	answer only partially complete or one--correct in itself--but not what teacher looking for
3. - (wrong)	answer wrong and not accepted by teacher
4. DK (don't know)	child indicates he does not know answer verbally or by not responding at all

Illustration 4

DYADIC SYSTEM; DESCRIPTION OF GENERAL CLASS RESPONSE OPPORTUNITIES, P. 2

TERMINAL FEEDBACK (teacher)

1. $\overset{+}{+}$ (praise)	teacher communicates positive reaction to answer; "Good" "Fine" --voice inflection a factor
2. Affirm:	teacher indicates answer is correct verbally--"yes" or non-verbally, nod of head
3. O (no feed-back)	teacher makes no response as to correctness or incorrectness of child's answer; or responds in ambiguous tone: "So you think it's blue?"
4. Negate:	teacher indicates verbally or non-verbally that child's answer is incorrect
5. $\overset{-}{-}$ (criticism)	negative reaction by teacher communicating her personal criticism of answer or behavior of child
6. Process:	teacher provides the answer and explains the processes used in arriving at that answer
7. Gives Answer:	teacher provides the answer, but does not elaborate;
8. Asks Other:	child does not know correct answer, teacher moves to other child to provide same answer
9. Call-out:	one child is designated to answer, another child calls-out answer before first can respond (coded as call-out even if first child answers in chorus)

SUSTAINING FEEDBACK

1. Repeat:	teacher repeats her question exactly to same child, or says, "Do you know?" etc.--no clues offered
2. Rephrase:	teacher still seeking basically the same answer from same child, but adds a clue to perhaps simplify question
3. New Question:	question differs from one originally asked, but many times closely related; directed at same child

Illustration 5

DYADIC SYSTEM: DESCRIPTION OF READING TURNS AND WORK RECITATIONS

READING AND RECITATION

SELF:	A non-academic extended presentation by the child, relating some personal experience, a dream, etc.; also "show and tell." Child's number is coded, and no other information is necessary.
WORK RECITATION:	Child is asked to recite from memory the multiplication tables or a poem; is asked to read a list of vocabulary words from the board; is asked to paraphrase a previously read story; or to read the table of contents from his book (one short phrase). Interactions, feedback and errors are coded in the terminal add sustaining columns.
READING TURN:	Child reads aloud an extended passage from a book or paper. Usually occurs during reading froups, but this category as well as the above two can occur during general class. However, the child is reading publicly and teacher may comment on his performance.

TERMINAL FEEDBACK

Praise Affirm No Feedback Negate Criticism	These five categories (explained in general class) are used almost exclusively for noting the end of a child's reading or recitation turn as indicated by the teacher (E).
Process Gives Answer Asks Other Call-out	The procedure for coding these follows the same as for a teacher's feedback during general class. But this feedback usually comes after a child falters on a word or phrase, not a sentence question.
Repeat Rephrase New Question	Again, very similar to general class sustaining feedback; teacher remains with same child to assist him with a word or phrase. When coding any of these seven columns, place only one check per line, then drop down to mark the next error or feedback response.

QUESTIONS

Code as you would during general class; type of question has been deleted, replaced by afford or call-out. Coder uses this side of sheet whenever teacher asks questions about material or story, even if during a reading turn. Workbook exercises are coded here also.

Illustration 6

DYADIC SYSTEM: DESCRIPTION OF DYADIC CONTACTS, P. 2

CHILD CREATED

WORK:	coding of these contacts (praise, process, feedback --or product--and criticism) follow those examples given in general class activites; however, they are strictly on a one-to-one basis (child approaches teacher). Only one child's number is listed on one line.
PROCEDURE:	coded when contact not work related or of a behaviorial nature. Includes child asking permission, requesting supplies, or having to do with classroom management.

TEACHER AFFORDED

WORK:	these categories also follow the same principle as outlined in examples occuring during general class. Here the teacher initiates the contact with one, possibly two children at a time (generally private and other children not involved).
PROCEDURE:	Teacher requests child to clean-up, run errands, inquires about health, etc. Most often a request that does not require an answer from the child

BEHAVIOR

PRAISE:	one child singled out for having performed a job particularly well--sitting up straight, cleaning up, etc.--and is so praised by the teacher, usually in front of the entire class.
WARNING:	Teacher comments on a single child's momentary misbehavior or troublesome activity--not a harsh threat, but a negative reaction to inappropriate behavior.
CRITICISM:	Teacher expresses genuine anger or exasperation for a child's actions. Warning and criticism distinguished many times by the teacher's tone of voice.

Teacher Aides' Activities

Teacher aides in each of the project schools were selected by the principal and the teachers. This process insured good working relations between aides and teachers. Primary consideration was given to the following: ability to work with and relate to children, ability to speak two languages fluently especially in the self-contained classrooms (only one monolingual English speaking aide was hired to work in an all English class), ability to take directions from a superior, and the aide, if at all possible, must live in the community in which the children live. Other things considered were adequate dress, pleasant dispositions, possessing a positive attitude in working with children and the community and willingness to learn. This process seemed to work since all aides were rated in the above-average and superior categories of the evaluation forms filled out by teachers.

Aides also did a self-evaluation. The results showed that they had a positive view of their performance ability. How ever, they did not view themselves as positive as their superiors did since some rated some items in the average category. None rated themselves below the average category.

The aide responsibilities consist of

- performing clerical work such as roll call, absentee reports, duplicating and most of the record-keeping
- making charts from experience stories
- developing teaching materials such as color packets, number cards, puppets, worksheets, and charts
- checking objective tests and seatwork
- supervising seatwork
- working with small groups or individual children for re-teaching and reinforcement of skills taught by the teacher
- setting up and operating equipment
- distributing materials
- reading stories to class or small group
- directing cleanup
- preparing for dismissal

- assisting in making the physical facilities comfortable
- assisting with opening exercises
- teaching and directing play activities, organized games and singing

Aides attended in-service sessions with the teachers when deemed relevant to their particular needs.

Review

The process evaluation chapter gives the reader an idea of what kinds of activities the various components of the bilingual program have undertaken to help produce the results cited in chapter 3. The degree that each staff component has contributed to the success of the program must be left for the reader to decide on the basis of the activities and evaluations presented in Chapter 2.

Thus as one reflects on the successes and disappointments of the program this year, he may turn to each components' activities and decide for himself the relative contributions of those involved.

Chapter 3 - Product Evaluation

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4. Review and Implications 126

Introduction

In order to adequately discuss the results of the year's program, a presentation is made of the test scores and interview results according to the three different locales involved, the two grades involved, and then by combining results for all three locales. Preceding these results is a summary description of the design for the evaluation, with a rationale for the various tests and interview items chosen.

In light of the design and the results presented, the discussion section provides the reader with a comprehensive view of the successes and the disappointments of the program as they appear for all locales involved and for the program as a whole. The implications included in the review section both describe the position of the program at present and point to modifications now being considered for the coming year. As in the program description chapter, the reader may choose to focus on the locale and measures relevant to his particular needs, or may choose to look at the evaluation of the program as summarized, or both.

Evaluation Design

Introduction

The evaluation design includes those measures prescribed in the original design, those developed by this project, and some new measures developed by others and implemented in this design. The purpose of the evaluation, of course, is to measure the program's goals as originally stated. These goals include cognitive development in English and Spanish reading, math, and language, and affective development in self-concept and in attitudes toward the Mexican and Anglo cultures.

Modifications to the original design include some measures of comparability for the comparison groups chosen, more powerful measures of attitude change toward the two cultures, and a more valid measure of self-concept.

Use of Comparison Groups

Comparison groups for the program were chosen on a basis of probable similarity to the bilingual groups, especially in terms of socio-economic background, age, and locale. The process of selection was typically done by having the principal of the schools which had bilingual classes to choose an equal number of classes in each grade which were to be taught in English only. The exception, as mentioned in chapter one, was for school 2, which only has one class per grade. The comparison groups for the first and second grade bilingual classes of school 2 were selected by the principal of school 3, the public school nearest school 2. Care was taken to assure that no "repeaters" were included in either bilingual or comparison classes. The range of ages in each classroom was no greater than twelve months, with the exception of one boy in school 4's second grade bilingual program, who left half way through the year.

Rationale for Variables Chosen

The primary concern of the evaluator, who started with the program September first, was to determine the comparability of the comparison groups in an objective way. After a review of the demographic and test data available from school records, the evaluator suggested more comprehensive means of comparison, including home interviews, IQ tests, and pre-measures of cultural attitude and self-concept. These suggestions were accepted by the director and the results are included later in this chapter.

The variables on the home interview attempt to provide a comprehensive set of descriptive data to give the reader an understanding of the population involved in each locale, as well as an idea of the similarities and differences between bilingual and comparison classroom children. These variables, as seen in illustration include measure of parents' understanding of and attitude towards the bilingual approach, parents' education and occupation level, generation removed from Mexico (if any), size of family, exposure to Spanish in the home, and preschool experiences of the child. This data, along with the California Test of Mental Maturity (CTMM) and the Draw-A-Man (using the Goodenough 12-point Scale) provide the basis for the empirical description and comparison of the bilingual and comparison classes.

Pre-tests of cultural attitudes and self-concept were given too late in the year to be used for comparison purposes, but did provide an early - late distinction to determine changes in each. The instrument developed for cultural attitude measurement, the Cross-Cultural Attitude Inventory (Appendix 6), yields an attitude score towards the Mexican and Anglo cultures, plus toward school. It includes eleven items each for the two cultures, and two items for school. The self concept measure, My Class-My Classmates, includes eleven items reflecting the child's feelings for himself in various school situations, as well as when speaking English or Spanish or looking in the mirror.

An interesting variable which was not originally intended as a product measure for program children is derived from the CASE's observations made at school 2. Percentages of time spent in appropriate social interaction and self-directed activity are powerful indicators of a child's self-concept, especially in classroom situations. These categories of behavior indicate an assertiveness which clearly reflects a degree of positive self concept development. In light also of the low percentages of time spent in such activities as negative attention-getting behavior and withdrawal, the CASES data appears to be one of the best measures available. The lack of a comparison classroom is disheartening, but the observational data from school 2 alone can give the reader an idea of the self-concept development which took place.

The post-test measures, given in May, are designed specifically to measure the original objectives, as stated in chapter 1. For English reading and math achievement, the California Achievement Test was administered. For English and Spanish language oral comprehension, the Common Concepts Language Test was used. The measure selected for Spanish reading was Pruebas de Lecturas. Post-tests of cultural attitudes and self concept were given using the same measures as for pre-tests.

The fact that the tests of cognitive development are all standardized tests has caused some discussion among staff members as well as with other bilingual program staffs. As stated earlier, this program's evaluator believes that the standardized tests do predict a child's probable success in the dominant culture. As long as this is one of the goals of the bilingual approach, the measures should be administered to indicate the degree of success met within this area. The evaluation should also provide, however, for the development of new meanings for bilingual education, i.e., as an agent of social change. Thus as new ideas are brought into action in the classroom, these curriculum changes should be described and evaluated. The evaluator then may provide his most valuable service as he helps the program staff and the teachers to conceptualize what they are doing, where they are heading, and how well they are achieving what they have set out to do. The evaluation should, then, include not only standardized tests for predicting the child's success in the dominant culture, but also sufficient measures of the success of the innovations that a bilingual program necessarily must implement.

The measures included in the process chapter, such as inservice program evaluation, program management evaluation, and material's evaluation, do give the reader an idea of the relative success of the different components. This coming year, however, the full time evaluator will be able to provide more intensive feedback throughout the year, more channels for communications between all program components, and a criterion-referenced testing program for new curriculum ideas.

Test Results

In presenting the results of the testing program for the year, each grade in each locale is evaluated for English reading and math ability (California Achievement Test, forms X and W, level LP), Spanish reading ability (Pruebas de Lecturas, form L-1-CES for first grade, form L-2-CES for second grade), English and Spanish oral language comprehension (Common Concepts Language Test, form 1 for first grade, form 2 for second grade, English and Spanish subtests), attitudes toward the Mexican and Anglo cultures (Cross Cultural Attitude Inventory, Appendix 6, Mexican and Anglo subtests), attitudes toward school (school subtest of Cross Cultural Attitude Inventory), and self concept (My Class - My Classmates, Appendix 7). The California Test of Mental Maturity and the Draw-A-Man Test (1 man only scored on 12 point scale) were given in October to establish if any differences between the IQ's of bilingual and comparison groups existed to begin with. The IQ data is presented in Table 11; the post-test results of English reading and math, Spanish reading, and English and Spanish language ability are presented in Table 12. The pre and post measures of attitudes toward the Mexican and Anglo cultures, school, and self concept are presented in Tables 13 and 14.

The discussion of the results is dealt with by grade in each locale, and for each grade in all locales. Statistical test for significance of difference was an analysis of variance with Scheffe tests on all variables. Complete tables including mean squares and F ratios are available on request.

Locale 1, First Grade

Even though the comparison classes scored significantly higher ($P < .05$) than the bilinguals in verbal IQ in October, there was no significant differences in May in English reading, language, or math. There was, however, a highly significant ($P < .01$) difference in Spanish reading plus a significant ($P < .05$) difference in Spanish oral language comprehension. In the area of affective development, there appears to be a trend towards more positive feelings for both the Mexican and Anglo cultures in bilingual and comparison classes. Attitudes toward school and self concept seem relatively stable in both bilingual and comparison classes.

Locale 1, Second Grade

The second grade classes at school 1 were very similar on all measures of IQ in October, as well as on measures of English reading, math, and language and Spanish reading in May. There were significantly ($P < .05$) better results in Spanish oral language comprehension for the bilingual classes over their comparison classes. As with the first grades at school 1, there were no significant differences in any area of affective development, though a trend towards a more positive attitude for the Mexican and Anglo cultures is apparent.

Locale 2, First Grade

While the first grade classes in locale 2 were similar in IQ on all measures in October, there was a significant ($P < .01$) difference in the post test results in both English reading and math, with the comparison class scoring the abnormally high grade-equivalent means of 1.81 in reading and 2.03 in math. The scores for locale 2's first grade bilingual class are very similar to locale 1's bilingual and comparison classes in the areas of English reading and math, which makes it seem possible that the comparison first grade teacher at school 2 was unusually effective in teaching the basic skills of reading and math in English. The first grade bilingual class did, however, excell in oral language comprehension, with a significant difference ($P < .10$) in Spanish oral language. In the area of attitudinal development, the locale 2 classes matched the performance of the other locales very closely, with a slight improvement in attitude towards the Mexican and Anglo cultures, and stable results in attitude for school and in self concept.

Locale 2, Second Grade

The second grade bilingual class in locale 2 scored significantly higher ($P < .01$) on the CTMM measures of IQ, but nearly the same on the Draw-A-Man Test. In light of this, the lack of any significant differences in post test scores for English reading and math seem disheartening at first. In oral language comprehension, however, the bilingual class excelled significantly in both English ($P < .01$) and Spanish ($P < .05$). In the affective area, the second grade comparison class responded with significantly more positive scores ($P < .05$) on the post tests of attitude towards both the Mexican culture in school. Otherwise, the difference in the scores for attitude towards the Anglo culture and self concept were nonsignificant.

Locale 3, First Grade

The first grade bilingual classes in Locale 3 (school 4) appear to be very similar to begin with in IQ level, as measured in October. Thus the highly significant difference in Spanish reading ability ($P < .01$) in May is encouraging, especially since the differences in English reading, math, and language scores in May were nonsignificant. As with the first grade classes in the other two locales, the measures of attitude development show no significant differences between bilingual and comparison classes, though there was a slightly more positive average response to Mexican and Anglo culture items.

Locale 3, Second Grade

Although there was no appropriate comparison group available, the second grade bilingual classes at school 4 appear to have kept up quite well with the second grade classes in the other locales in all the areas considered. Looking at the IQ scores from October, and the fact that these classes were the homogenously grouped "lows" their first year, these scores indicate a remarkable advancement in all areas.

All Locales, First Grade

The IQ scores for the first grades of all locales together has indicated a significantly ($P < .10$) higher average verbal IQ score for comparison classes, and a significantly ($P < .10$) lower average nonverbal IQ score. These differences lessen the significance of the post-test difference in English reading ($P < .05$), but make the difference in the math test results seem even more significant than it was ($P < .01$). These differences are influenced to a large degree, no doubt, by the high scores of locale 2's comparison class. Although there was a very close average score in English oral language comprehension, the Spanish reading ($P < .01$) and Spanish oral language ($P < .05$)scores were significantly higher for the bilingual first grade classes. As with the individual comparisons by locale, the comparisons of all locales together for affective development appears to be very similar for pre- and post-measures of attitude towards the Mexican and Anglo cultures and towards school. In the area of self concept, however, the bilingual first grade classes as a whole scored more positively on both pre- and post-tests ($P < .05$ on pretest, $P < .10$ on post-test).

All Locales, Second Grade (- Locale 3)

The results for the combined second grade classes of locale 1 and locale 2 indicate that although there was no significant difference in IQ scores, the bilingual classes significantly excelled the comparison classes in Spanish reading ($P < .10$) and in Spanish oral language development ($P < .01$) while showing no significant difference in English reading, math, or language development.

Table 11

Pre-Test Results - IQ

First Grade Classes

Test	Bilingual Groups			Comparison Groups		
	Locale 1	Locale 2	Locale 3	Locale 1	Locale 2	Locale 3
	N=45	N=26	N=45	N=25	N=21	N=32
Verbal IQ	16.4**	20.7	19.1	18.8**	18.9	20.6
Non-Verbal IQ	17.0	19.0	18.7	16.4	17.7	17.2
Total IQ	33.5	40.0	38.3	35.2	36.4	37.9
Draw-A-Man	1.88	2.00	1.96	2.00	2.45	1.80

Second Grade Classes

Test	Bilingual Groups			Comparison Groups	
	Locale 1	Locale 2	Locale 3	Locale 1	Locale 2
	N=42	N=24	N=41	N=49	N=24
Verbal IQ	25.7	28.4*	22.9	26.2	22.6*
Non-Verbal IQ	31.4	33.1*	28.5	32.7	28.0*
Total IQ	57.1	61.5*	52.4	58.9	50.6*
Draw-A-Man	2.54	1.76	2.50	2.58	1.95

All Locales

Test	Bilingual Groups		Comparison Groups	
	First Grade	Second Grade	First Grade	Second Grade
	N=116	N=66	N=78	N=73
Verbal IQ	18.3***	26.7	19.6***	25.1
Non-Verbal IQ	18.1***	32.0	17.1***	33.3
Total IQ	36.6	58.6	36.6	56.4
Draw-A-Man	1.93	2.27	2.04	2.39

.N=number of students not absent more than 20 school days.
.All values in raw-score form, expressed as means.
.IQ test administered was the California Test of Mental Maturity, Level 0 for first grade, Level 1 for second grade.
.The Draw-A-Man test was scored using Goodenough's 12-point scale.

*Difference between means significant at .01 level.
**Difference between means significant at .05 level.
***Difference between means significant at .10 level.

Table 12

Post-Test Results - Reading, Math, and Language

First Grade Classes

Test	Bilingual Groups			Comparison Groups		
	Locale 1	Locale 2	Locale 3	Locale 1	Locale 2	Locale 3
	N=45	N=26	N=45	N=25	N=21	N=32
Eng. reading	1.30	1.36*	1.64	1.38	1.81*	1.57
Math	1.36	1.38*	1.73	1.48	2.03*	1.83
Span. reading	22.4*	15.7	24.8*	12.0*	14.2	12.4*
Eng. language	65.7	71.4	67.4	68.1	65.8	64.8
Span. language	58.6**	54.0***	44.8	49.8**	38.7***	39.4

Second Grade Classes

Test	Bilingual Groups			Comparison Groups	
	Locale 1	Locale 2	Locale 3	Locale 1	Locale 2
	N=42	N=24	N=41	N=49	N=24
Eng. reading	2.06	2.05	1.96	2.17	2.17
Math	2.38	1.87	2.12	2.27	2.04
Span. reading	26.4	25.0	28.4	23.5	22.4
Eng. language	69.8	74.7*	66.9	72.1	68.3*
Span. language	64.9**	67.5**	63.1	55.0**	55.6**

All Locales

Test	Bilingual Groups		Comparison Groups	
	First Grades	Second Grades	First Grades	Second Grades
	N=116	N=66	N=78	N=73
Eng. reading	1.45**	2.05	1.57**	2.17
Math	1.51*	2.19	1.77*	2.22
Span. reading	22.0*	25.9***	12.8*	23.1***
Eng. language	67.5	71.4	66.3	70.8
Span. language	52.2**	65.7*	44.4**	55.2*

.N=number of students not absent more than 20 school days.
.Language tests only on 10 students randomly selected from each class.
.Spanish reading, English and Spanish language values in raw-score form, expressed as means.
.English reading and math scores expressed in mean grade-equivalents.
.Test of Spanish reading ability was Pruebas de Lecturas, form L-1-CES for first grade, form L-2-CES for second.
.Tests of English reading and math were subtests of 1963 California Achievement Test, LP, Forms X and W.
.Tests of English and Spanish language were forms 1 and 2 of the Common Concepts Language Test.

*Difference significant at .01 level.
**Difference significant at .05 level.
***Difference significant at .10 level.

Table 13

Pre and Post Measures
Cross-Cultural Attitudes and Self Concept

First Grade Classes

Test	Bilingual Groups			Comparison Groups		
	Locale 1	Locale 2	Locale 3	Locale 1	Locale 2	Locale 3
	N=45	N=26	N=45	N=25	N=21	N=32
1. Mexican culture	25.0	24.0	24.0	24.7	26.4	21.3
2. Mexican culture	22.1	22.4	22.0	23.1	21.5	21.4
1. Anglo culture	22.3	21.0	21.3	22.5	19.9	18.5
2. Anglo culture	19.6	20.6	19.0	21.8	18.8	17.2
1. School	4.2	4.0	3.9	4.3	4.9	3.9
2. School	4.4	4.3	4.2	4.4	4.7	4.2
1. Self concept	18.0	20.3	18.9	21.2	24.1	19.8
2. Self concept	20.3	21.5	20.0	22.3	23.9	21.4

Second Grade Classes

Test	Bilingual Groups			Comparison Groups	
	Locale 1	Locale 2	Locale 3	Locale 1	Locale 2
	N=42	N=24	N=41	N=49	N=24
1. Mexican culture	22.3	22.7	24.4	21.6	21.1
2. Mexican culture	19.8	22.5**	20.2	19.7	18.5**
1. Anglo culture	20.3	18.6	21.8	17.2	17.1
2. Anglo culture	16.3	18.7	18.4	16.6	16.5
1. School	4.8	4.0	4.7	4.1	4.8
2. School	4.3	5.1**	4.6	4.4	3.5**
1. Self concept	19.3	21.9	22.7	19.5	22.0
2. Self concept	19.6	22.4	21.2	19.6	21.3

.Lower scores indicate more positive feelings.
.All values in raw-score form, expressed as means.
.Mexican culture, Anglo culture, and school attitudes are subtests of the Cross-Cultural Attitude Inventory (Appendix 6).
.1.=pre-test; 2.=post-test.

**Difference between means significant at .05 level.

Table 14

Pre and Post Measures -
Cross-Cultural Attitudes and Self Concept

	All Locales			
Test	Bilingual Groups		Comparison Groups	
	First Grade	Second Grade	First Grade	Second Grade
	N=116	N=66	N=78	N=73
1. Mexican culture	24.4	22.4	23.8	21.4
2. Mexican culture	22.1	20.7	22.0	19.3
1. Anglo culture	21.6	19.7*	20.2	17.1*
2. Anglo culture	19.6	17.1	19.1	16.6
1. School	4.0	4.5	4.3	4.3
2. School	4.3	4.6	4.4	4.2
1. Self concept	18.9**	20.0	21.3**	20.3
2. Self concept	20.4***	20.6	22.3***	20.2

.Lower scores indicate more positive feelings.
.All values in raw-score form, expressed as means.
.Mexican culture, Anglo culture, and school attitudes are subtests of the Cross-Cultural Attitude Inventory (Appendix 6).
.1.=pre-test; 2.=post-test.

*Difference between means significant at .01 level.
**Difference between means significant at .05 level.
***Difference between means significant at .10 level.

REVIEW AND IMPLICATIONS OF YEAR'S RESULTS

This past year has been a time of much trial, error, and success, with about equal measures of each. A number of different approaches to teaching, including different philosophies, media, and kinds of students, were instigated this past year. Some philosophies and techniques proved successful for the population at hand, while some were not quite so successful. The end result, at this point, is a well-aware team of staff members, including the bilingual program managment components, teachers and aides.

In reviewing the test results, it appears that the emphasis put on oral language development during the past year paid off quite well, with significantly higher scores by a number of groups in English oral language, and by nearly all in Spanish oral language comprehension. The primary area of concern, however, is that there were locales where the comparison group did better than the bilingual group in English reading, and, in locale 2's second grade, in math.

Thus it seems that in the coming year the curriculum should look for more effective ways of gauging each child's development in the crucial areas on a regular basis. Since all bilingual classrooms will be moving towards a more highly individualized approach, this task presents a powerful challenge for the program staff. The primary major change for the coming year, then, will be in the movement of all concerned towards implementing a criterion-referenced testing program which allows for each child's progress to be accurately measured, as well as to gauge the effectiveness of the innovations being implemented in all areas at all grade levels. As always, though, the philosophy and practice of this program's management is to provide the consultation, guidance, and materials necessary for the program teachers to meet their needs, i.e,. meeting the needs of their students. Thus the teachers will be writing many of their own objectives during the summer, with the consultation of program staff members, and will receive continuous support in meeting these objectives during the coming project year.

In order to measure the degree of success in meeting these objectives, the program evaluator will no doubt need to use sampling techniques, since there will be a total of fifteen bilingual and fifteen comparison classrooms. This should enable the evaluator who will be full time this next year, to give regular feedback to teachers and to specify areas of concern as they develop so that all staff components may focus on overcoming any such problems.

Thus this bilingual program will include a highly individualized curriculum in all grades with sufficient structure to allow teachers to assess each child's progress in all areas of concern on a regular basis. Through this approach the problem areas of English reading and math should be dealt with adequately, without losing the gains made this past year in the areas of Spanish and English oral language, Spanish reading, and self concept.

Thus this bilingual program should be able to keep up with the status it has so far achieved, which is, in the words of one project principal: ".... the finest program in the country."

Recommendations

Even though many recommendations are included in the review of each chapter, the recommendations for the bilingual program as a whole after this second year of operation are stated below:

- The program should be extended at least three more years to gather more conclusive data.
- The program should continue to develop comprehensive, innovative bilingual curriculums for each grade level
- The program should continue to disseminate to other schools in the area the successes of the bilingual approach, particularly that of the highly individualized classrooms.
- The program should provide all project teachers this year with a method of assessing each child's progress in each area of concern on a regular basis.
- The program staff should continue its relationship to the teachers, parents, and administrators involved: meeting their needs as they meet the needs of their children.

APPENDIXES

Page

1. Home Interview Form
2. Management Evaluation Sheet
3. Bilingual Newsletter
4. Resource Guide to Materials
5. Materials Evaluation Sheet
6. Cross Cultural Attitude Inventory
7. My Class-My Classmates
8. Consultants

BASELINE DATA INTERVIEW

1. TV in home? Yes_____ No_____

2. Receive Channel 9? Yes_____ No_____

3. Aware of Spanish language programs? Yes_____ No_____

If yes for No. 3

3a. What programs watched?

4. Subscribe to or keep Mexican publications or newspapers in home? Yes_____ No_____

If yes for No. 4

4a. Which newspapers and/or publications?

5. Speak English in home to relatives? Yes_____ No_____

6. Speak English in home to children? Yes_____ No_____

7. Generation removed from Mexico:

1st_____ 2nd_____ 3_____ 4th_____ 5th_____

8. Understanding of bilingual approach.

1 No Understanding	2	3	4	5 Understands Completely

9. Attitude towards bilingual approach.

1 Disagrees Completely	2	3	4	5 Agrees Completely

10. Number of children living in home. ______________

Ages of children in home (whether in school or not)

Write number

11. Preschool ______

12. Grades 1-3 ______

13. Grades 4-6 ______

14. Grades 7-9 ______

15. Grades 10-12 ______

16. Listen to Mexican radio stations? Yes______ No______

If yes for No. 16

16a. Which radio stations?

____

____

____

____

Preschool experience of child in 1st or 2nd grade:

17. Head Start Yes______ No______

18. Special Summer preparation Yes______ No______

19. Other (specify) ______________________________

For Interviewer:

Parent's Name ______________________________

address ______________________________

phone no. ______________________________

Child's name ______________________________

REGISTRATION CARD

DATE:______________ BIRTHDATE:______________ PHONE:____________

NAME:____

FATHER:____________________________ OCCUPATION:________________

MOTHER:____________________________ OCCUPATION:________________

FATHER'S WORKING HOURS:________________ PHONE:__________________

MOTHER'S WORKING HOURS:________________ PHONE:__________________

GUARDIAN IF NOT LIVING WITH PARENTS:____________________________

NUMBER OF CHILDREN IN FAMILY:___________________________________

EDUCATION OF PARENTS: MOTHER______________ FATHER____________

ECONOMIC LEVEL:____

LANGUAGE SPOKEN IN HOME:____

Management Evaluation Sheet

I. Circle the number which best indicates your feelings:

1. Program management has served my needs:

5	4	3	2	1
completely, all needs met	excellently, most needs met	satisfactorily, adequate needs met	somewhat, some needs met	unsatisfac few or no met

2. Program materials specialist has served my needs:

5	4	3	2	1
completely, all needs met	excellently, most needs met	satisfactorily, adquate needs met	somewhat, some needs met	unsatisfact few or no met

3. Program parental involvement specialist has served my needs:

5	4	3	2	1
completely, all needs met	excellently, most needs met	satisfactorily, adequate needs met	somewhat, some needs met	unsatisfact few or no met

4. Program evaluator has served my needs:

5	4	3	2	1
completely, all needs met	excellently, most needs met	satisfactorily, adequate needs met	somewhat, some needs met	unsatisfact few or no met

II. Program could be improved if:

III. Program's strong points so far include:

IV. Additional comments:

VOLUME II, NO. 4, JUNE, 1971

Poco a Poco

BILINGUAL PROGRAM NEWSLETTER EDUCATION SERVICE CENTER, REGION XIII

END OF YEAR PROGRAMS

First graders at Zavala School formed a choir and sang for their parents during the Noche Alegre. The students were from the classes of Mrs. Judy Peterson and Mrs. Yolanda Pena.

The teachers and aides in the bilingual program worked diligently with their first and second grade children during the month of May on end-of-year programs for the parents.

In Lockhart, Mrs. Mary Beaver and Mrs. Josie de la Cruz had their first graders present a Mother's Day program. The children sang songs in English and Spanish and also danced for the mothers. After the program, refreshments were served and each mother in attendance received a yellow carnation.

The Lockhart second graders in Mrs. Nancy Weiss' and Mrs. Suzanne Dyer's rooms presented a program to their parents also. The children enacted popular classics *Red Riding Hood, The Three Bears,* and *The Three Billy Goats Gruff*. They wore large masks of each character they depicted.

In Austin, the first graders at Zavala School under the direction of Mrs. Yolanda Peña and Mrs. Judy Peterson treated the parents to a gala Noche

(See PROGRAMS, page 4)

BILINGUAL TEACHERS BUSY DURING SUMMER

School isn't out for many of the ESC-XIII bilingual teachers and aides even though they are through with the 1970-71 school year. The teacher aides remained at the schools for two extra weeks to sort out and store all the materials used during the year. Several teachers began teaching in the Austin summer program on June 7. On June 14 school began again—only this time, the teachers and teacher aides were the pupils. They are attending a three week course on Bilingual Education at St. Edward's University in Austin. The course will deal with general methods and materials in teaching bilingual classes with Dr. Olive Wheeler, from St. Edward's Department of Education, giving presentations in math instruction, and Sister Marie André Walsh, expert in linguistics, discussing the linguistic approach in education. Aside from guest speakers Carol Perkins, Region XIII ESC Bilingual TV Program Curriculum Coordinator, Earl Martin from the Southwest Educational Development Lab, and Mrs. Irma Vela, Mexican dance instructor, the teachers will be exposed to games, dances and songs that are a part of the Mexican-American child's cultural heritage. All aspects

(See SUMMER, page 4)

BILINGUAL AWARENESS CONFERENCE HELD

A Bilingual Awareness Conference was held on March 25, 1971, in Lockhart, Texas, to acquaint teachers, supervisors and administrators with bilingual education. The conference, sponsored by Region XIII Education Service Center, brought over 50 educators together. The half-day session began with registration at Lockhart Elementary School. Welcomes were given to those attending by Mr. Royce King, assistant ESC director, Mr. Kirk Nesbitt, Lockhart Elementary principal and Mr. Luther Hartman, Lockhart superintendent. The group was divided into four sections and visited the first and second grade bilingual classes. After the visitations, the group met at the Lockhart State Bank Community Room to hear guest speaker, Dr. Joseph Michel from the University of Texas Foreign Language Department, speak on the need for bilingual education. ESC bilingual staff members made presentations on their activities and answered questions from the group. Hopefully, the educators returned to their respective school districts with a better understanding of bilingual education.

CONFERENCIA BILINGÜE

El 25 de marzo de 1971 hubo una interesantísima conferencia en Lockhart. El propósito de esta conferencia fué explicar el programa bilingüe a los maestros, administradores y supervisores de varias escuelas en la región número trece. Más de cincuenta participantes se reunieron en la escuela primaria en Lockhart donde tuvieron la oportunidad de visitar las clases bilingües. Después el Dr. Joseph Michel de la Universidad de Texas, habló sobre los beneficios del programa bilingüe. Se espera que estos educadores hayan regresado a sus respectivas escuelas con mejor entendimiento del programa bilingüe.

Bilingual Program Staff
Education Service Center, Region XIII
Bilinqual Program Coordinator: Miss Maria Barrera
Parental Involvement Coordinator: Mrs. Blanca Treviño
Evaluator: Steve Jackson
Materials Specialist: Miss Minerva Gorena
Poco a Poco Editor: David Schaut

Conference participants observe a bilingual program classroom in action.

Unforgettable Field Trips

The children in the ESC-XIII Bilingual Program were very fortunate to participate in the many field trips that were planned by the teachers. During the months of April and May, almost all of the bilingual first and second grades made the trip to the San Antonio Zoo. This annual trip was a first time experience for many of the youngsters and a repeat performance for the second graders. The children rode the zoo train for a tour of the zoo, and rode on the elephant. Pack lunches were taken and eaten at Brackenridge Park. Parents, teachers and aides kept a watchful eye on the children during the day. For every child it was an unforgettable experience, though a tiring one.

Dr. Joseph Michel, University of Texas Foreign Language Department, addresses this spring's Bilingual Awareness Conference.

Second grade students in Mrs. Suzanne Dyer's class also made a trip to San Antonio, but their destination was the Institute of Texan Culture. Mrs. Dyer followed up classroom presentations on Mexican American culture with the trip.

Los niños participantes del programa bilingüe han gozado con todos los viajes que han hecho durante el año. Mayo y abril son los meses cuando los niños tienen la oportunidad de participar en una de las escursiones más interesantes de todo el año. Durante estos meses se visita el parque zoológico en San Antonio. Para los niños de primer año, ésta es una experiencia inolvidable, ya que muchos de ellos nunca han visitado un parque zoológico.

Para los niños del segundo año, vuelven de nuevo a ver todos los animales y cosas interesantes que habían visitado el año pasado. Los niños, maestras y acompañantes, pasan todo el día en el parque, regresan cansados pero muy contentos.

La Sra. Dyer, profesora de segundo año en Lockhart también llevó a su clase, pero ellos visitaron el Instituto de Culturas de Texas, donde los niños se enteraron del desarrollo cultural del estado de Texas. Esto fué de gran provecho para los niños pues se dieron cuenta de las contribuciones hechas por el Mexico-Americano al desarrollo de este estado.

PARENTS STAY INVOLVED THROUGH PARENT EDUCATION PROGRAMS

Mrs. Blanca Trevino, ESC Parental Involvement Specialist, conducts an Advisory Board meeting at Zavala School. L to R: Mrs. E. Gonzales, Mrs. P. Lopez, Mrs. S. Sifuentes, Mrs. Trevino, Mr. and Mrs. Lee Flores, Mrs. D. Govea and Mrs. M. Duran.

Trying to keep the parents involved with their children's education both at school and at home was one of the primary objectives of the Parental Involvement Component of ESC-XIII's Bilingual Program. Mrs. Blanca Treviño, Parental Involvement Specialist with the bilingual program, met with the parents of each project school regularly. Advisory board meetings and parent education meetings were held monthly. During the parent education meetings, Mrs. Treviño would display various educational games, flash cards, books and puzzles which the parents were allowed to take home. Before the selection of materials, Mrs. Treviño would instruct the parents in how they could use the materials with their children at home. Teachers would also meet with the parents occasionally to help in the selection of materials. The parents responded beautifully to the meetings by checking out the materials and actually using them with the children. The materials were checked out for one month and exchanged at each meeting.

The parents were active during the summer by attending a Cardboard Carpentry Workshop. The men and women who attended made round tables, screens, storage units, and shelves for the classrooms. Teachers were asked to request what they could use in their rooms. The new furniture was made out of tri-wall, a very sturdy cardboard that can be painted.

Durante todo el año escolar, se ha procurado interesar a los padres de los estudiantes del programa bilingüe en la educación de sus niños. Con este propósito los padres de estos niños, asistieron a varias juntas donde se les dió la oportunidad de revisar y escoger material educativo para llevar a sus casas y usar con los niños. Así los niños han repasado o aprendido muchas de las lecciones presentadas por las maestras.

Interested parents select materials at a parent education meeting at Lockhart Elementary School.

An involved parent, Mr. Domingo Escobedo observes a reading group in Mrs. Mary Beaver's class at Lockhart.

Trabalenguas

A mí me mima mi mamá
mi mamá a mí me mima.

R con R cigarro,
R con R barril.
Rápido corren los carros,
allá en el ferrocarril.

Bilingual Program Visited By Midwesterners

A group of six educators from East Chicago, Indiana, flew to Austin during the month of May to visit the ESC Region XIII Bilingual Program. The group was one of several task forces formed which were to visit bilingual programs in the United States to learn about implementation, materials and resources that were available. The members of the group consisted of Mr. Cliff Frieberger, Supervisor of Language Arts, Mr. Charles Nagy, Director of Special Education, Mrs. Narcissa Castillo, Principal, Mrs. Helen Espinoza, Teacher Aide, Mr. Val Martinez, Teacher, and Mr. Ruben Rodriguez, Director of Student Finances at St. Joseph's College in East Chicago. During their visit the visitors met with ESC bilingual staff members, teachers, principals, and TEA Bilingual Education Division staff members. Classroom visitations at the three project schools were also conducted.

These Lockhart second graders get into costume to perform their version of *The Three Bears*.

PROGRAMS—

(From Page 1)

Alegre. The teachers along with teacher aides Mrs. Guadalupe Govea and Mrs. Martha Herrera and all the children were dressed in Mexican costumes. The girls wore red skirts and white peasant blouses. On each skirt was the Mexican eagle and snake which had been glittered on by the mothers. The boys wore white shirts, black pants, red sashes and black hats with red trim. The program consisted of songs in English and Spanish with dramatization of each song. Traditional Mexican dances were performed on the stage. After the program the parents were treated to cake, coffee and punch in the school cafeteria.

The Zavala second graders did their part in the end of year programs by entertaining the first, second and third grades with a delightful musical and dramatic presentation. Mrs. Emily Cole and Miss Irene Fernandez had their children sing songs in both languages and dance. Mrs. Cole's room presented a skit on *Little Red Riding Hood* in English and Spanish also.

Colorful Mexican costumes and enthusiastic dancers entertain parents with "La Bamba." The dance was part of the Noche Alegre festivities at Zavala School.

SUMMER—

(From Page 1)

of bilingual education needed to develop a good instructional program will be incorporated in the three week workshop.

Las clases se terminaron para los niños, pero para las maestras y las ayudantes del programa bilingüe, la tarea sigue. Las ayudantes de las maestras continúan trabajando en las escuelas por dos semanas, preparándose para el año escolar nuevo. Algunas de las maestras darán clases durante el verano a varios grupos de niños y el 14 de junio la escuela de verano comienza para las maestras y las ayudantes. Ahora ellas serán estudiantes, pues tomarán un curso en la universidad de St. Edwards. La Doctora Olive Wheeler dará la conferencia sobre el método y el uso del material necesario para la enseñanza del método bilingüe. Además habrá conferencias presentadas por la Sister Marie André Walsh, experta en lingüística, y la Señora Carol Perkins, coordinadora del programa de televisión "Carrascolendas." Será un verano de mucho provecho para las maestras y las ayudantes del programa bilingüe.

BILINGUAL PROGRAM RESOURCE MATERIAL

Region XIII Education Service Center
6504 Tracor Lane
Austin, Texas 78721

EDUCATION SERVICE CENTER, REGION XIII

BILINGUAL PROGRAM

Basic Spanish Materials For First and Second Grades

Spanish Reading

1. Libro Pre-Primario de Lectura (Pre-primer)	
Dr. Luis Perez Espinos	$ .75
2. Libro de Trabajo, Pre-primario de Lectura (Workbook for #1)	
Dr. Luis Perez Espinos	$1.00
3. Libro Primero de Lectura (First Grade Reader)	
Dr. Luis Perez Espinos	$1.20
4. Libro Segundo de Lectura (Second Grade Reader)	
Dr. Luis Perez Espinos	$1.50

Spanish Readers May Be Obtained From:

Libreria Continental, Libros En Español
145 N.E. Second Street
Miami, Florida

Spanish Math

5. Matematica Para la Educacion Primaria (Pre-escolar)	
(Math Primer)	$ .95
Teacher's Edition	$2.75
6. Matematica Para La Educacion Primaria - Libro primero	
(First Grade Book)	$1.80
Teacher's Edition	$4.75
7. Matematica Para la Educacion Segunda - Libro Segundo	
Second Grade Book	$1.80
Teacher's Edition	$4.75

Spanish Math Books May Be Obtained From:

Addison Wesley Publishing Co., Inc.
Suite 405
411 Elm Street
Dallas, Texas 75202

Spanish-Oral Language Guides

8. Vamos a Platicar - Avral-Oral Activity Guide)
First Grade $2.75

9. Audio Lingual Activity Guide For First Grade $3.50

10. Enseñame a Leer
(Resource book for pre-reading activities in Spanish)

11. De Que Platicamos
Second Grade - (Avral-Oral Activity Guide $2.75

Oral Language Guides May Be Obtained From:

Mrs. Florence Thorn
P. O. Drawer 110
Corpus Christi ISD
Corpus Christi, Texas 78403

Spanish Health

12. Mi Primer Libro de Salud
(Health Book) $1.32

Above May Be Obtained From:

Laidlaw Brothers, Inc.
4640 Harry Hines
Dallas, Texas 75235

Spanish Science

13. La Ciencia: Jugamos y Trabajamos
(Science book) $1.50

May Be Obtained From:

D.C. Heath & Co.
5111 Lakawana Street
Dallas, Texas 75247

EDUCATION SERVICE CENTER, REGION XIII

BILINGUAL PROGRAM

Supplementary Spanish Materials

1. Children's Songs of Mexico - Record and 2 filmstrips - $17.95

Demco Educational Corporation
P. O. Box 1488
Madison, Wisconsin 53701

2. Spanish Talking Dictionary Series - Language Master Cards - $95.00

Bell and Howell Company
Audio-Visual Products Division
7100 McCormick Road
Chicago, Illinois 60645

3. Audio-Visual Edu-Kit-Latin American Folk Tales (English & Spanish) Record and Filmstrips - $54.00

International Book Corporation
International Book Building
7300 Biscayne Boulevard
Miami, Florida 33138

4. Sets of Records and Filmstrips - $31.25 each set

Caperucita Roja - Record and Filmstrip - $31.25
Los Tres Osos - Record and Filmstrip - $31.25
Los Cuatro Cantantes de Guadalajara - Record and Flimstrip $31.25
Doña Cigarra y Doña Hormiga - Record and Filmstrip - $31.25
Doña Zorra y Doña Ciguena - Record and Filmstrip - $31.25

Brown and Associates
209 South Main
Box 471
Bryan, Texas 77801

5. Soft-back Booklets and Records

Versitos Para Chiquitines (Poem)
Juegos Meñiques Para Chiquitines (Games)
Cancioncitas Para Chiquitines (Songs)

(Books-$2.25 - Records-$1.95)

Bowmar Publishing Company
622 Rodier Drive
Glendale, California 91201

6. Spanish Alphabet Wall Display Cards - $5.00

Title - Método Onomatopéyico - Material Didáctico

7. Spanish Arithmetic Wall Display Cards - $5.00

Material Diáctico de Arithmetica

8. Juegos Infantiles de Mexico - (Games Record) - $5.95

El Patio de mi Casa - (Games Record) - $5.95

Spanish Alphabet Arithmetic Wall Display Cards and Games, Records May Be Obtained From:

Heffernan Supply Company
926 Fredericksburg Road
P. O. Box 5309
San Antonio, Texas 78201

9. Escuchar y Cantar - (Song records in Spanish) - $10.00

Escuchar y Cantar - (Song book for above) -

Holt, Rinehart and Winston
4640 Harry Hines
Dallas, Texas 75235

10. Mexican Folk Dances - (Record & Instructions) - $5.95

Bowmar Publishing Company
622 Rodier Drive
Glendale, California 91201

11. Tell-Again Nursery Rhymes in Spanish - $11.75

By: Louise Binder Scott
Webster Division
McGraw - Hill Book Company
Dallas, Texas

12. Spanish Workbook

Lengua Española - $1.50

Heffernan Supply Co.
926 Fredericksburg Road
P. O. Box 5309
San Antonio, Texas 78201

EDUCATION SERVICE CENTER, REGION XIII

BILINGUAL PROGRAM

Companies With Spanish Materials

* All companies will send a list of materials available in Spanish upon request.

1. Adler's Foreign Books, Inc..
   162 Fifth Avenue
   New York, New York 10010

2. Alianza Editorial, S.A.
   c/ Milan, 38
   Madrid - 17 España

3. Bell and Howell Company
   Audio-Visual Products Division
   7100 McCormick Road
   Chicago, Illinois 60645

4. Bowmar Publishing Corporation
   622 Rodier Drive
   Glendale, California 91201

5. Demco Educational Corporation
   P. O. Box 1488
   Madison, Wisconsin 53701

6. Editorial Diana, S.A.
   Apartado Postal 44-986
   Direccion Cablegrafica Edisa
   Mexico, 12, D.F.

7. Gessler Publishing Co. Inc.
   Realia
   131 East 23rd Street
   New York, New York 10010

8. Goldsmith's Music Shop, Inc.
   401 West 42nd Street
   New York, New York 10036

9. Jesus Gonzales - Pita
   1540 S.W. 14th Terr.
   Miami, Florida 33145

10. Grolier Educational Corp.
    845 Third Avenue
    New York, New York 10032

11. Heffernan Supply Company
P. O. Box 5309
San Antonio, Texas 78201

12. Hispanic American Pub., Inc.
252 East 51st Street
New York, New York 10022

13. Holt, Rinehart & Winston
4640 Harry Hines
Dallas, Texas 75235

14. International Book Corporation
7300 Biscayne Blvd.
Miami, Florida 33138

15. Laidlaw Brothers
Thatcher & Madison
River Forest,

16. Libreria Continental
145 N.E. Second
Miami, Florida 33132

17. Librería de Porrua
Av. Argentina #15
Apartado, 7990
Mexico, 1, D.F.

18. Moreno Educational Company
3226 Galloway Drive
San Diego, California 92122

19. National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60079

20. National Consulting Assoc.
P. O. Box 1057
Menlo Park, California 94025

21. Proyecto de Libros en Español
P. O. Box 806
Pharr, Texas

Recommended List of Library Books in Spanish

(For Grades 1-3)

Distributed By: Heffernan Supply Co., Inc.
P. O. Box 5309 San Antonio, Texas 78201

Title	* Price
Coleccion "Grandes Albumes "Eva"	Each .75

1. El Gatito Marramiau
2. Caperucita Roja
3. Pulgarcito
4. El Patio Feo
5. Blanca Nieves
6. Los Tres Cerditos y El Lobo
7. La Casita De Chocolate
8. Los Cuatro Musicos
9. Chanchito El Volador
10. El Patito Encantado
11. El Sastrecillo Valiente
12. Alicia En El Pais De Las Maravillas
13. La Ternerita Mee
14. Aventuras De Un Osito
15. Don Perrito Explorador
16. El Lobo y Los Siete Cabritos
17. El Cuento De La Vaca
18. Conejito El Cazador
19. Los Dos Valientes
20. Pinocchio
21. El Castillo Misterioso
22. Ricitos De Oro
23. Los Ninos Voladores
24. La Astucia De Gallinita

Serie De Cuentos "Chiqui" Each .75

1. Caperucita Roja
2. Pulgarcito
3. Blanca Nieves
4. Aladino O La Lampara Maravillosa
5. La Cinicienta
6. La Casita De Turron

Coleccion "Erase Una Vez" Each .60

1. El Principe Amed y Aladino
2. La Bella Durmiente y Piel de Asno
3. Ali Baba y Los 4º Ladrones y Los 3 Pelos del Diablo
4. El Gato Con Botas y Pulgarci
5. Caperucita Roja y La Cenicienta
6. La Casita De Chocolate y El Sastrecillo Voliente

Coleccion "Siluetas De Oro" Each .45

1. Los Peces
3. Raton Mickey
4. El Pato Donald
5. El Leon
6. La Gatita
7. El Elefante
8. Los Sombreros
9. Los Perros
10. Los Animales
11. Los Jugetes
12. Las Aves
13. Los Barcos
14. La Ardilla
15. Los Zorros
16. Winnie Puh
17. El Sol
18. La Cubeta
19. Las Pelotas
20. Los Conejos
21. Bambi

*Prices subject to change.

"Siluetas De Oro"
(Continued)

Each .45

22. El Libro De La Selva
23. Las Frutas
24. Chitty, Chitty Bang Bang
26. El Tio Rico
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Blue Label

Hello Song, I Can Swim Like A Fish, José, Three Little Pigs, I'm Going to the Store, Color Song, Turkey, Turkey, The Days I Go to School, Are You Thirsty, If I'm Sleepy, At the Farm, Side Step (circle dance). No manual, words are self explanatory.

Orange Label

Pedrito el Conejito (Peter Rabbit), El Trigo y el Pan (Little Red Hen), La Luz Roja, (Red Light, Green Light), La Manzanita (Apple Song), Rain Song, Come Along, (fireman, milkman, postman), Little Girl, Who Are You? (Chicken Little), Cowboy Joe, Some Paper

Green Label

Songs in Spanish from the book Canto y Aprendo

La Letra Panzona (The letter "a"), Las Vocales, (The Vowels), El Caracol (The Snail), Manzanitas y Arbolitos (Apples and Trees), El Pescadito (The Little Fish), Mi Cuerda de Brincar (My Jumping Rope), Trompos Bailadores (Dancing Tops), Mi Casita (My Little House), Las Olas del Mar (The Waves in the Sea), La Ranita (The Frog), Elena la Ballena (Helen the Whale), El Peluquero (The Barber), Baldemar (Finger play about the family), Tortillas de Maiz (Juan has to eat bread and butter now, they won't make him any tortillas.

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Appendix 5

GRADE____________

NAME OF MATERIAL	USAGE					COMMENTS
	Very Little			Very Much		
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	

INSTRUCTIONS FOR ADMINISTRATION OF TEST

Tests should be filled in with name of student, etc. beforehand. Have the tests ready to hand out after the initial instructions are completed.

Use the big faces provided (or draw big faces on standard 8 1/2" x 11" paper) to prepare cards showing each of the consecutive pairs of faces. A total of four cards are needed. Present each pair of faces to see if children can distinguish between consecutive faces. Ask in each case which face is the happier (or sadder) of the two.

Then set the faces at the front of the room (or anywhere in plain view) in the order they appear on the test, and say:

> We are going to pretend that these are your faces.
> On every page you will look at, you will see your face.
> You will mark the face that is your face when you look at the picture over the row of faces.

Examples: (Go through all examples)

Examples:

1. If you are very happy when you look at the picture, which face would you mark as your face?
2. If you are just a little happy when you look at the picture, which face would you mark as your face?
3. If you are not happy or sad when you look at the picture, which face would you mark as your face?
4. If you are just a little sad when you look at the picture, which face would you mark as your face?
5. If you are very sad when you look at the picture, which face would you mark as your face?
6. If you don't know what the picture is, which face would you mark as your face? (none)

Draw a circle on the blackboard and say. When you know which face you want to mark, you take your pencil and mark it like this: Mark circle with big "y
DOES EVERYONE UNDERSTAND? DO YOU HAVE ANY QUESTIONS?

Pass out tests now.

ON ITEMS:

Look at the ______________. Mark the face that shows *your* face when you look at the ______________.

Mida al ______________. Marca la cara que es *tu* cara cuando veas al ______________.

1.	Little girl	Muchachita
2.	The word *yes*	La palabra *yes*
3.	Chicken soup	Caldo de pollo
4.	Mexican flag	Bandera de Mexico
5.	Little boy	Muchachito
6.	Tortilla	Tortilla
7.	Little boy	Muchachito
8.	Hamburger	Hamburger
9.	The word *si*	La palabra *si*
10.	Jalapeño pepper	Jalapeño chile
11.	Bullfighter	Torrero
12.	Book	Libro
13.	Pin-the-tail-on-the-donkey	Pin-the-tail-on-the-donkey
14.	American flag	Bandera de los Estados Unidos
15.	Piñata	Piñata
16.	Cowboy hat	Cowboy hat
17.	Football player	Football player
18.	Little girl	Muchachita
19.	School	Escuela
20.	Taco	Taco
21.	Menudo	Menudo
22.	Mexican hat	Sombrero
23.	Bread	Pan

CROSS CULTURAL ATTITUDE INVENTORY

Developed by:

Steve Jackson and Ron Klinger
Region XIII Education Service Center
Austin, Texas

In Consultation with

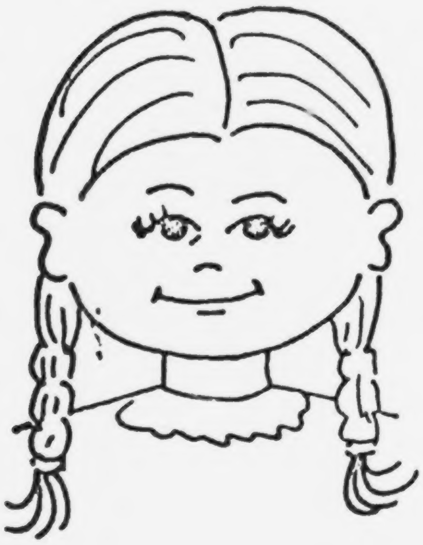
Dr. Carl F. Hereford
Department of Educational Psychology
University of Texas at Austin

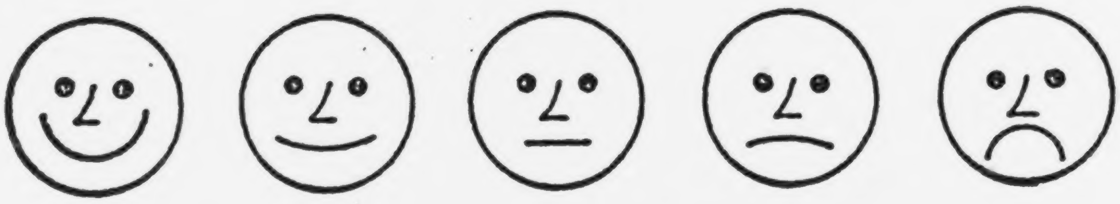
Artwork by:

Larry Appleby
Region XIII
Education Service Center
Austin, Texas

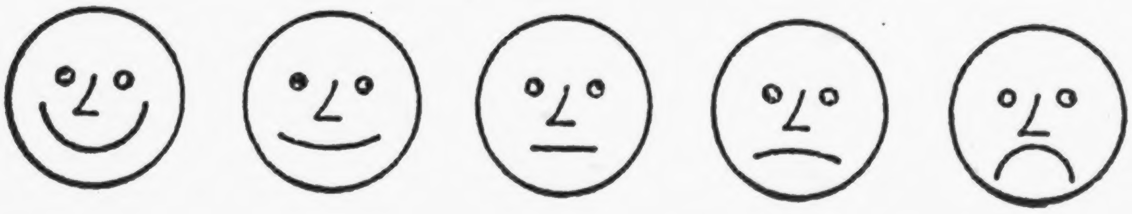
and

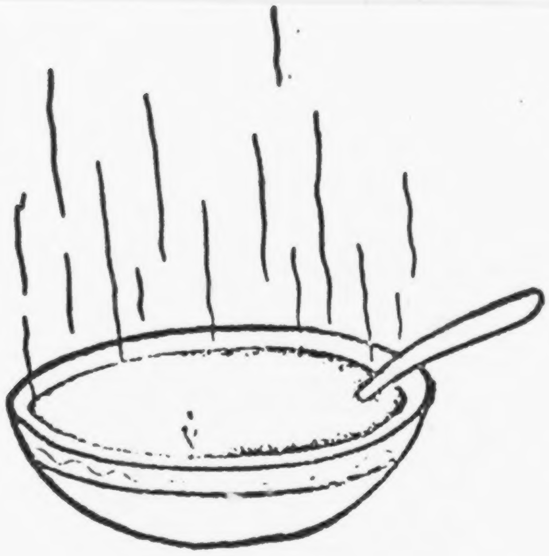
Jim Barr and Frank Dunckel
University of Texas at Austin

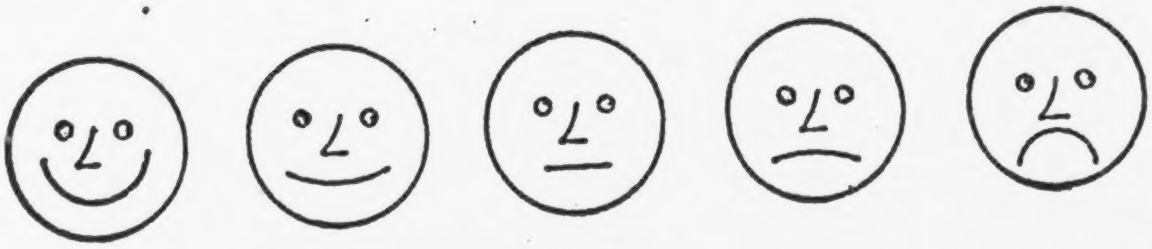


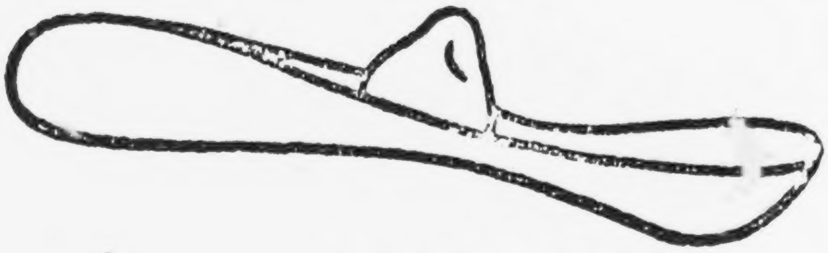


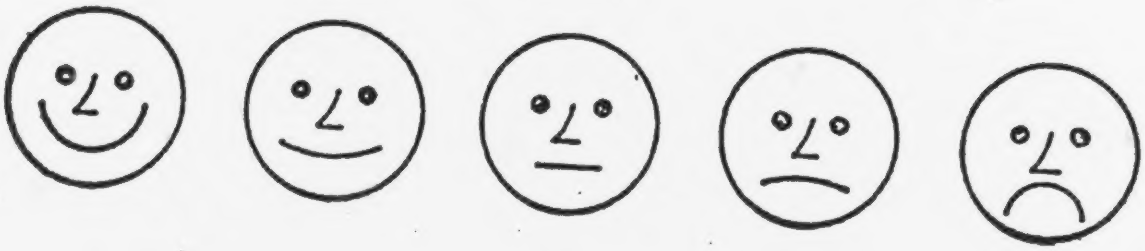
YES

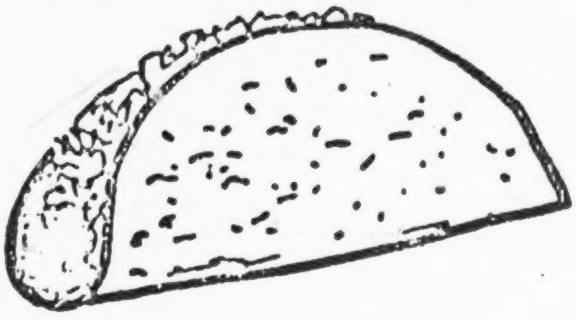


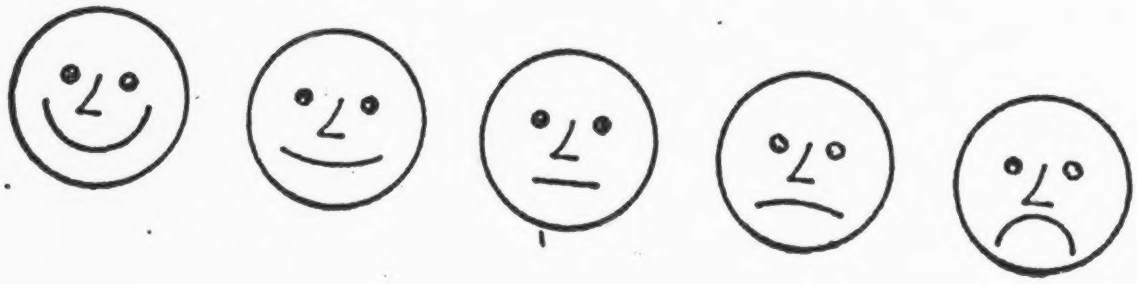


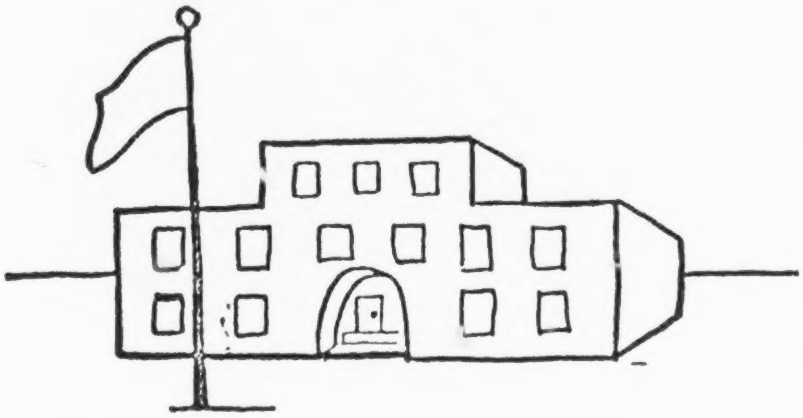


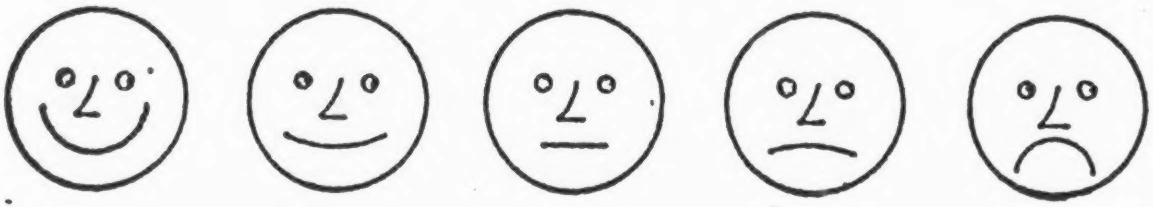


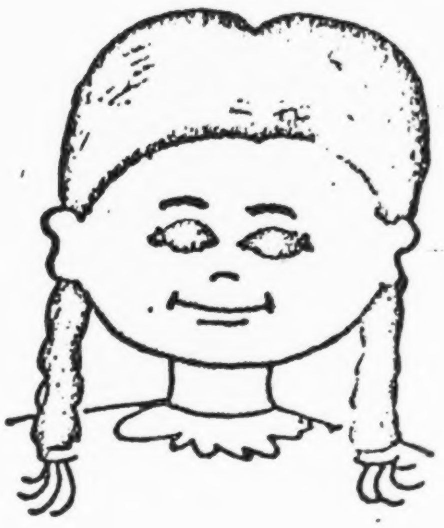


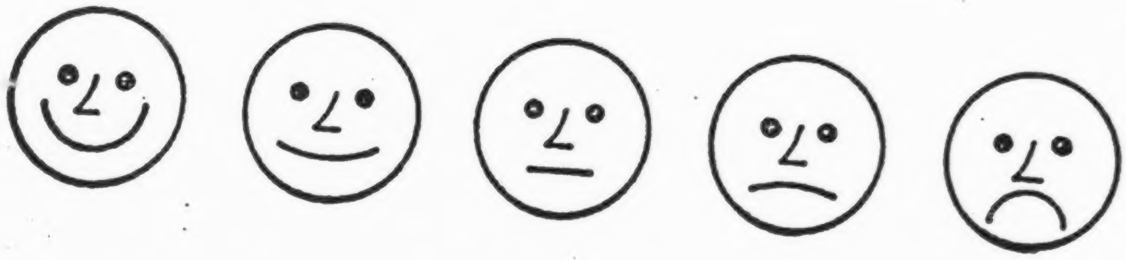


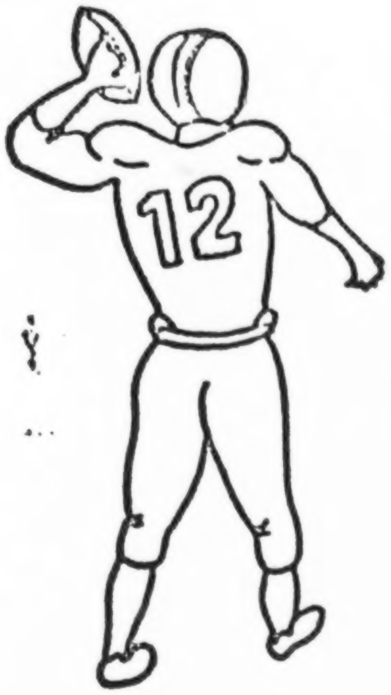








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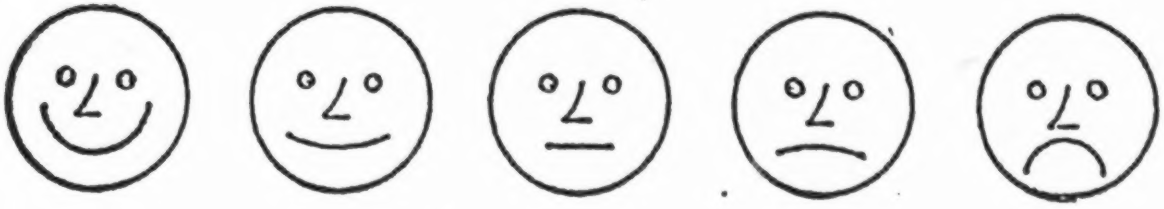

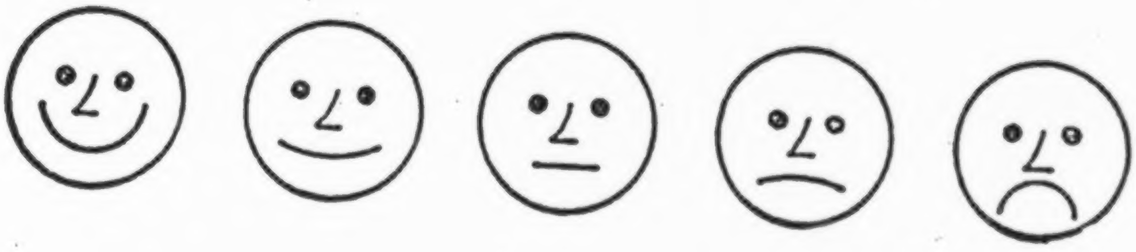

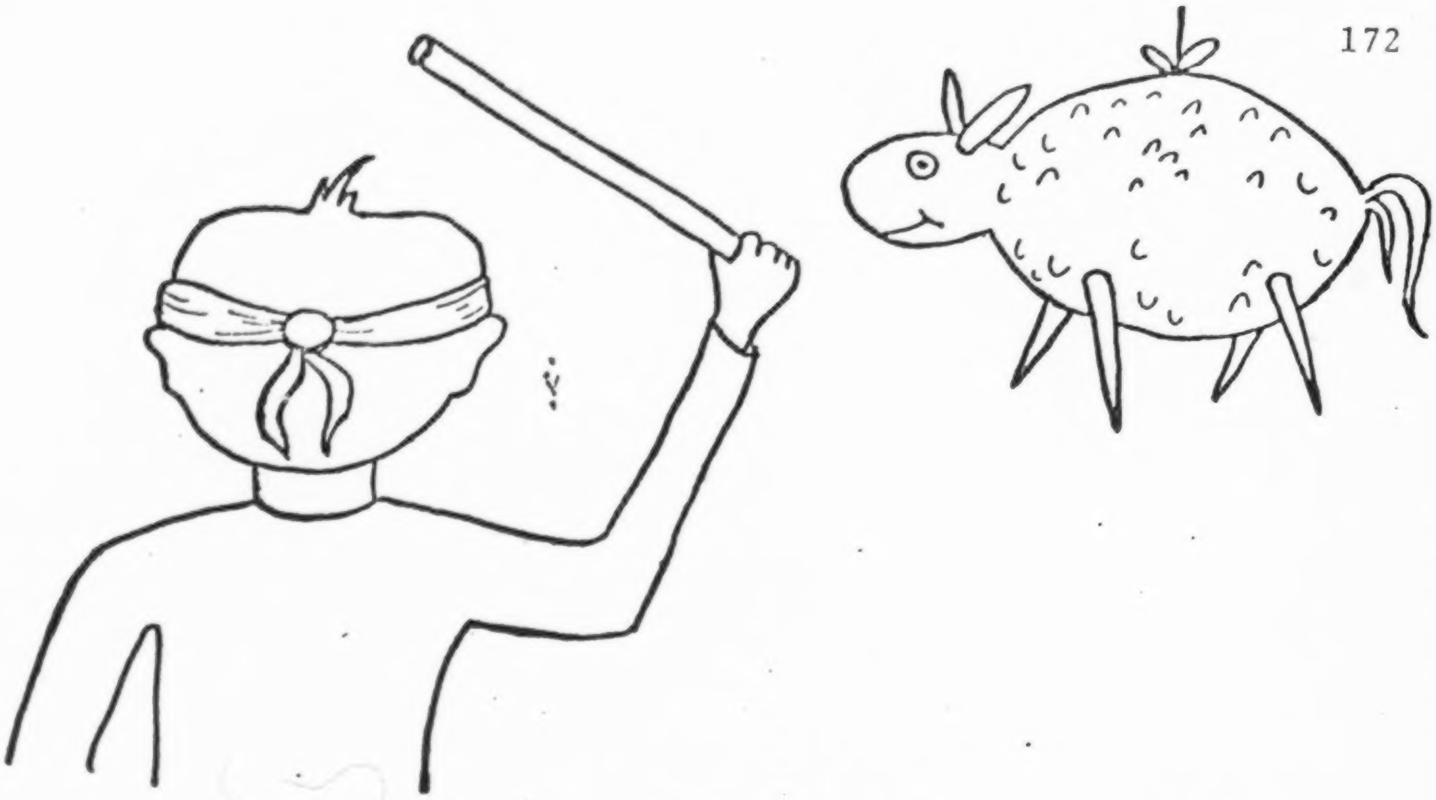

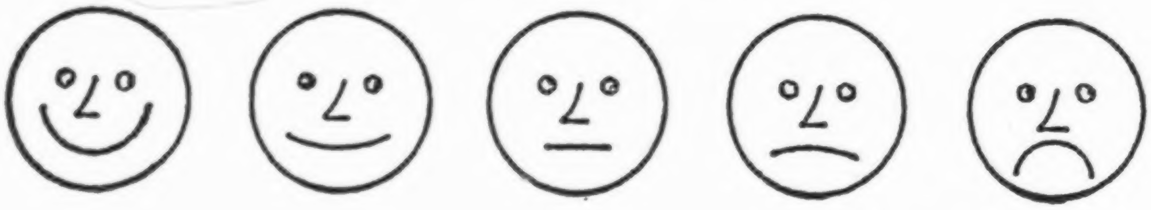

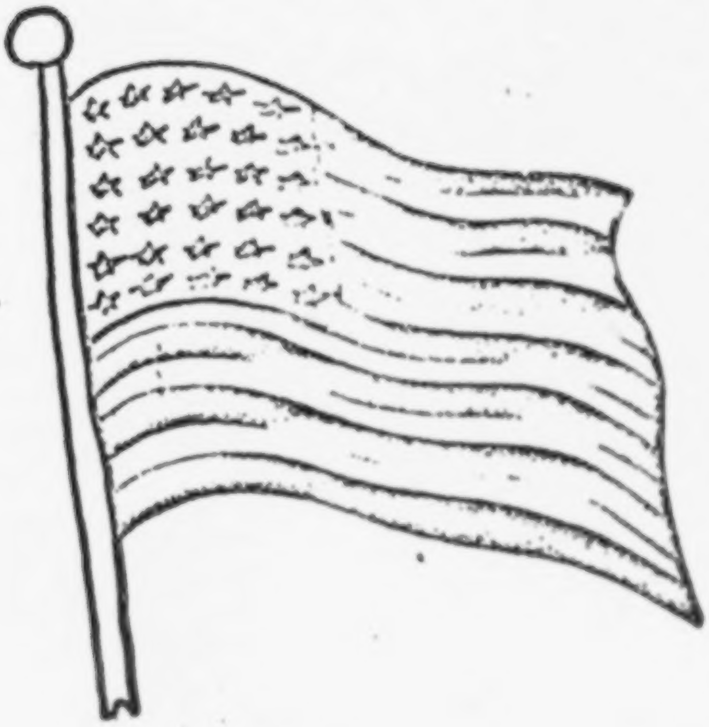

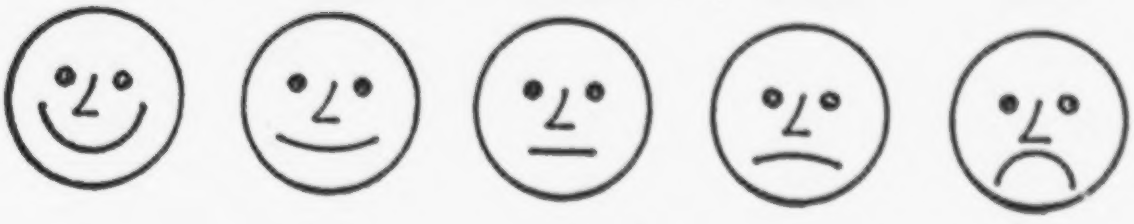

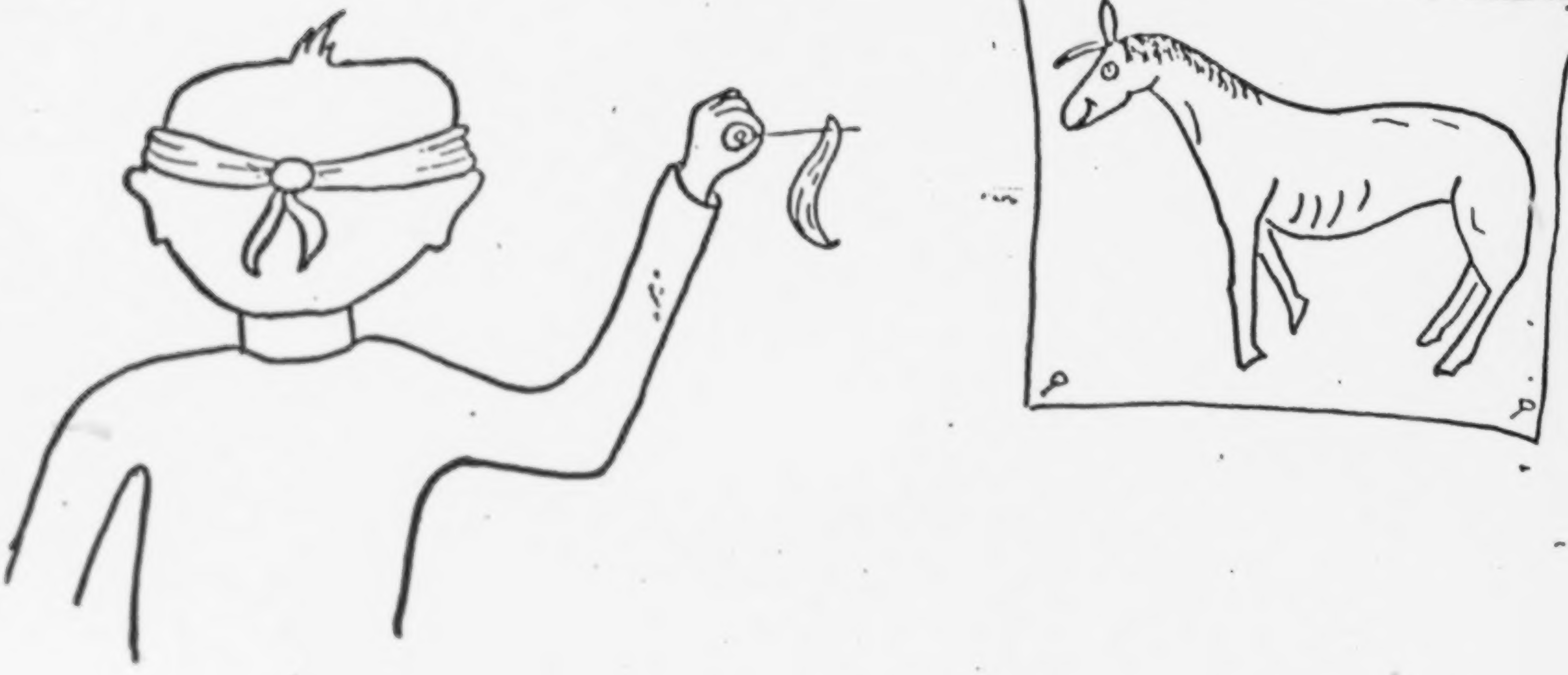

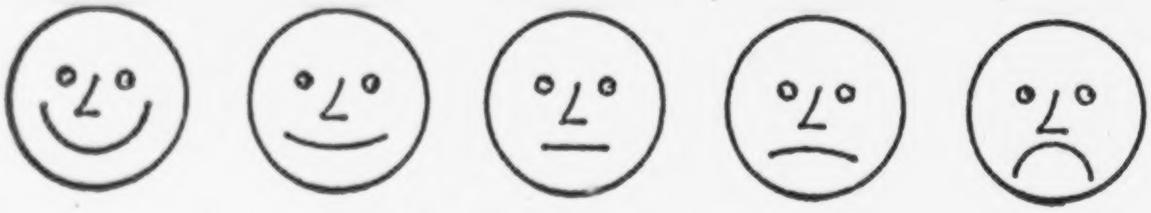

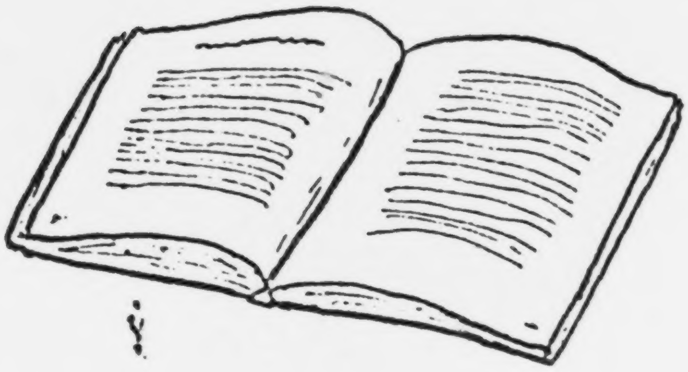

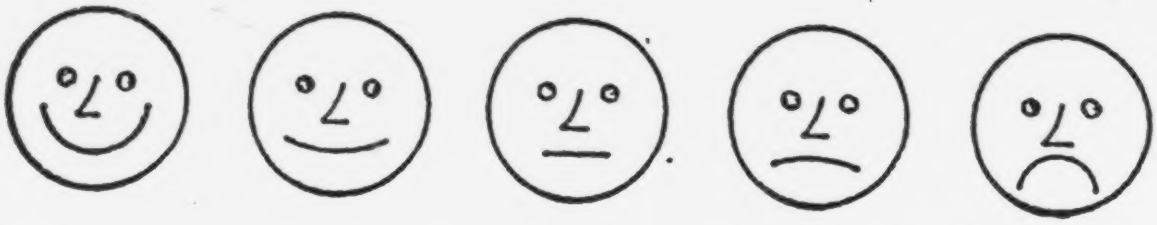

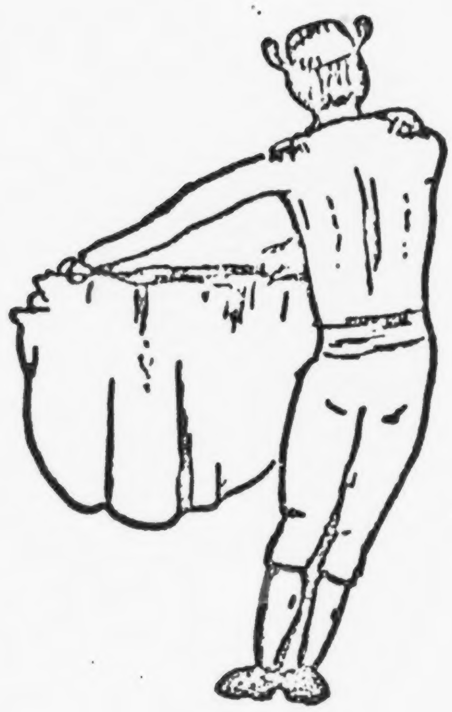

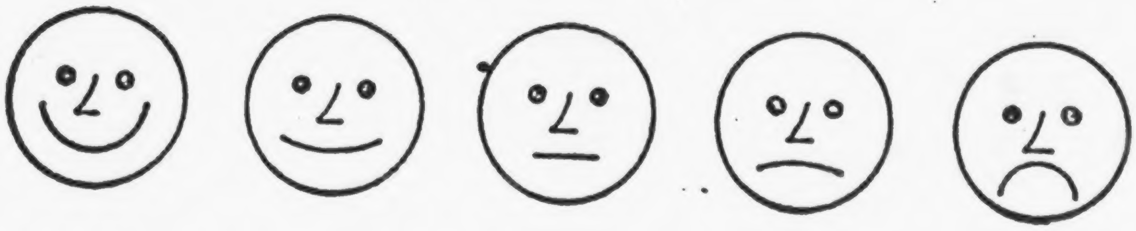

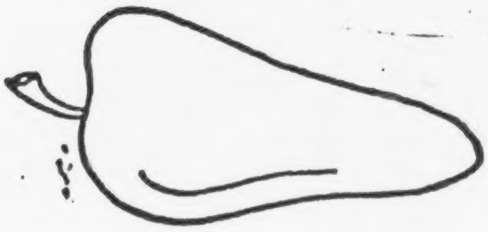

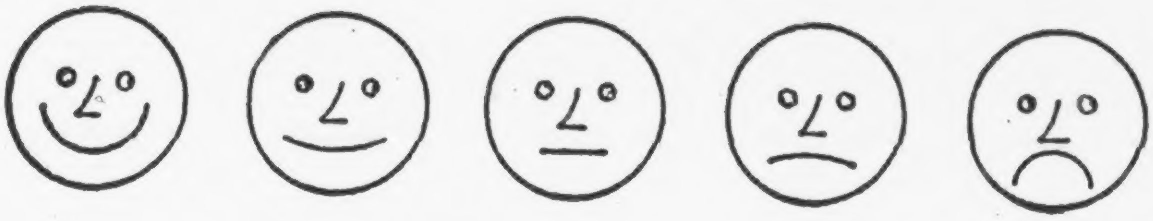

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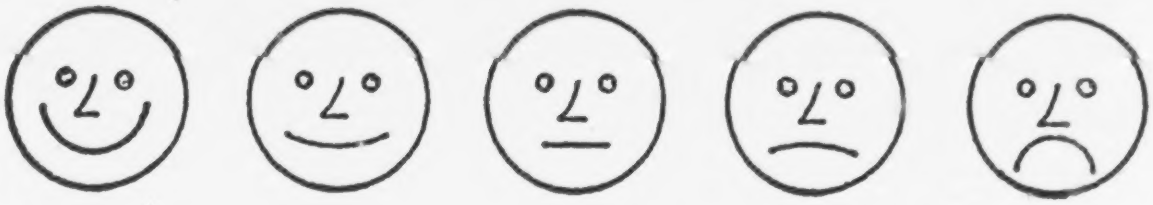
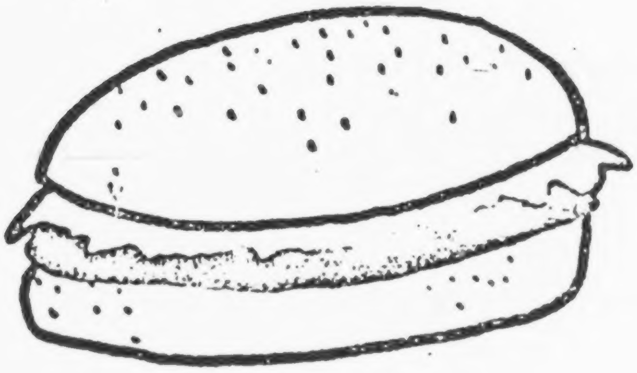
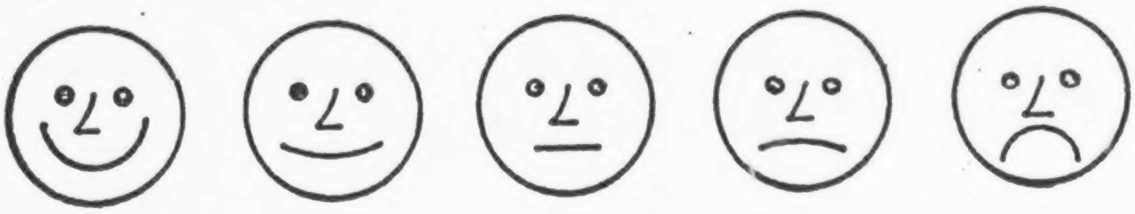
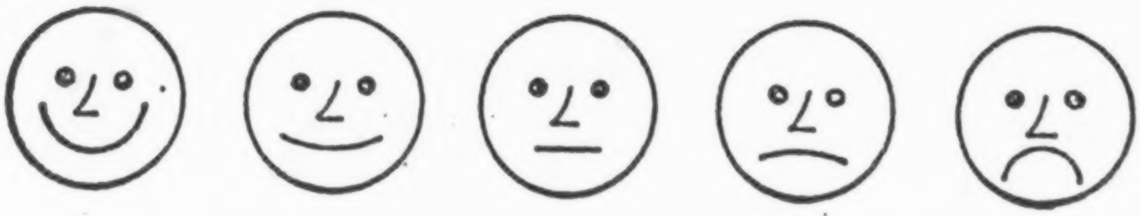
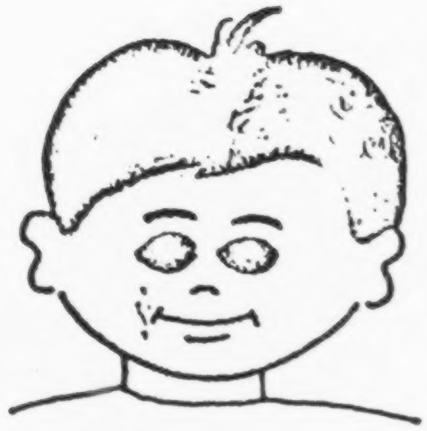
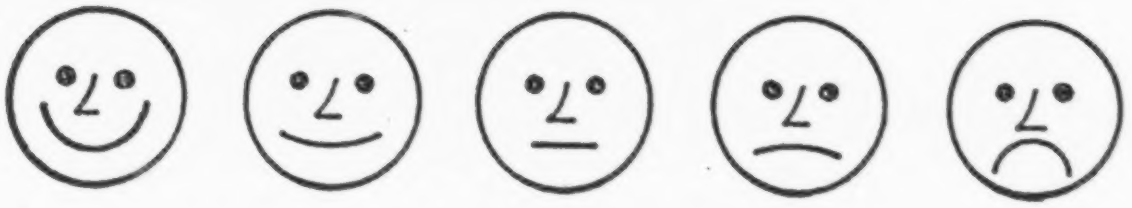


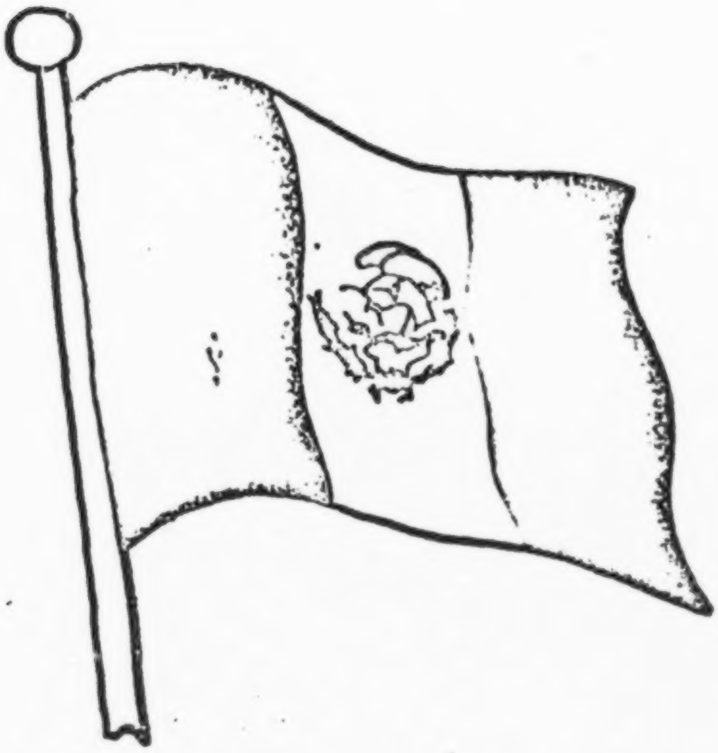


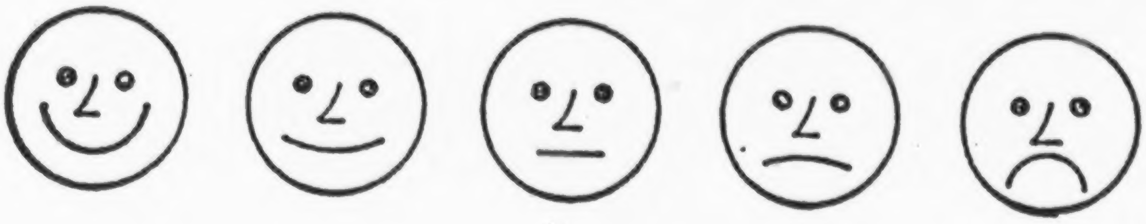


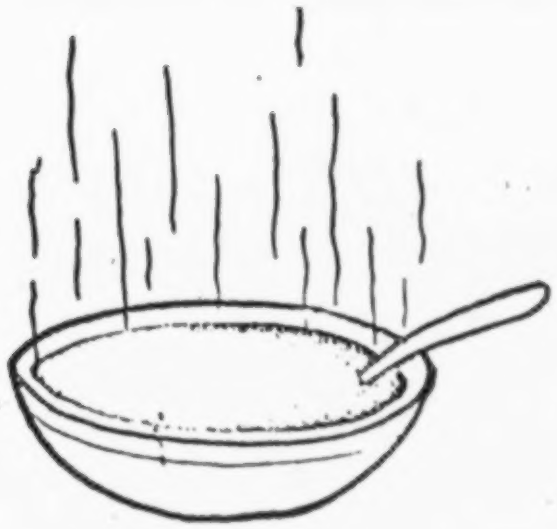


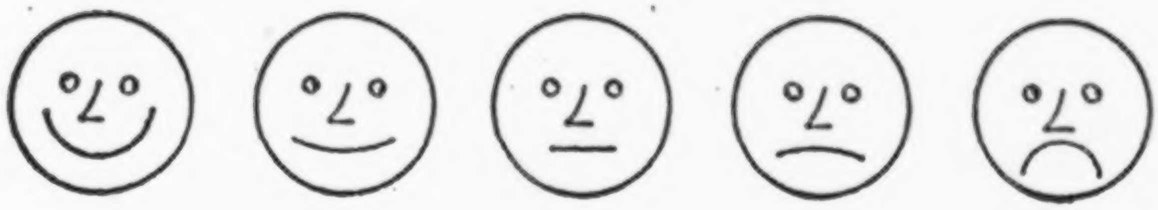


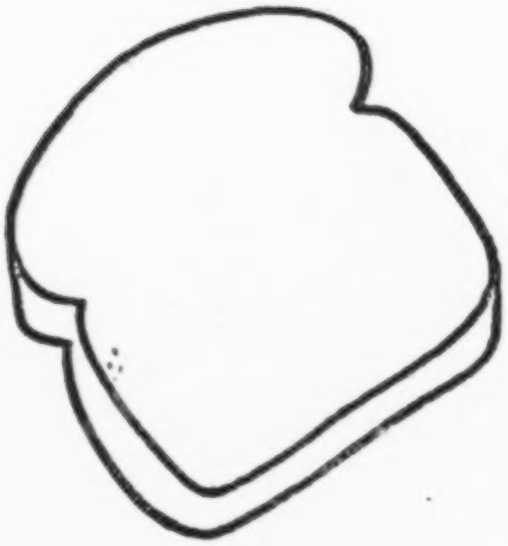


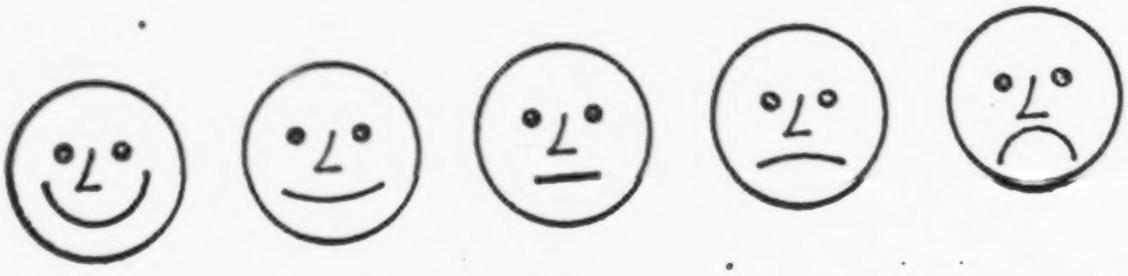


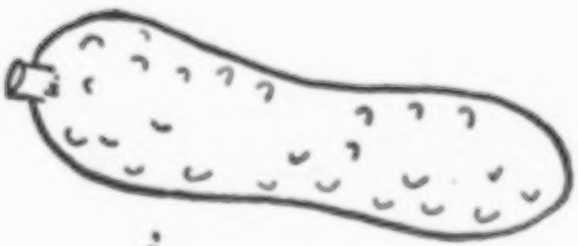


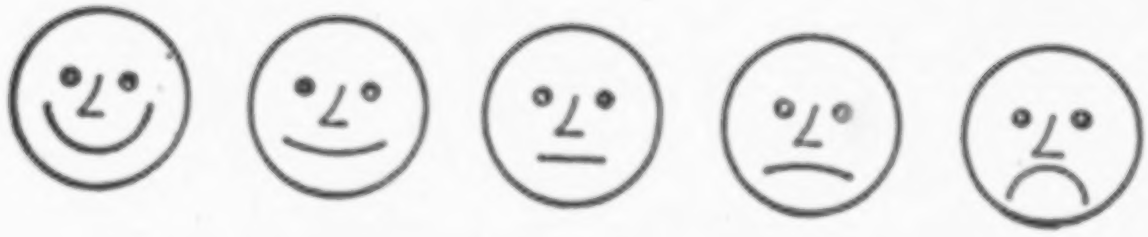












NAME____

BIRTHDATE ______/______/______ GRADE______ SEX BOY____GIRL____

CITY______________________________SCHOOL____________________

TEACHER________________________________DATE______/____/____

T________________M________________A________________

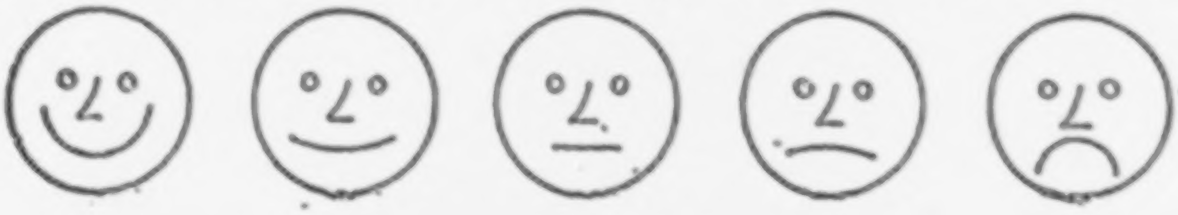
MY CLASS

MI CLASE

Here are some questions about how you get along in your class. All of us do better at jobs and games that we enjoy. This form will tell us if you enjoy most of what is done in this class. There are no right or wrong answers.

Ninos, les vamos hacer unas preguntas acerca de lo que a ustedes les gusta mas o menos de esta clase. A todos nos va mejor cuando tenemos tareas or juegos que nos agradan. Por eso les vamos a dar este jueguito o esta tarea a ustedes para que asi nos degan lo que a ustedes les gusta mas o menos. Ninguna de las preguntas pueden ser correctas or incorrectoas, nadamas indican lo que ustedes sienten acerca de lo que se hace en la clase.

1. How do you feel about the things you do in this classroom?
¿Como te sientes acerca de lo que haces en esta clase?



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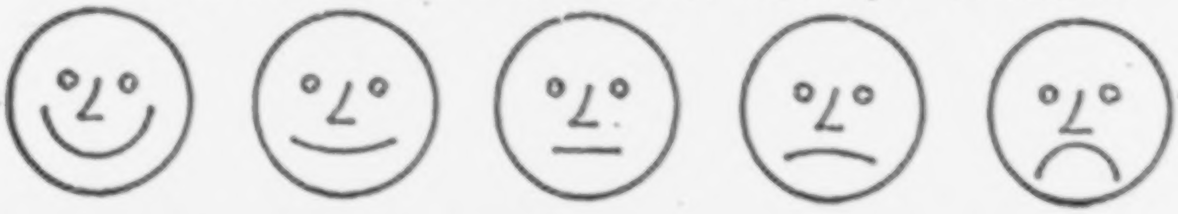
2. How do you feel when the teacher checks your work?
¿Cómo te sientes cuando la maestra corrije tu tarea?



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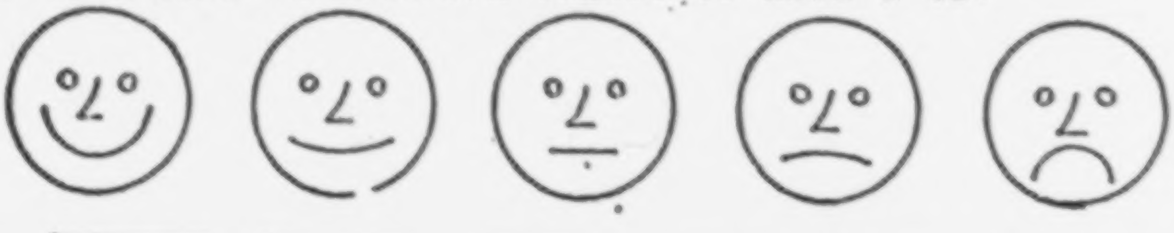
3. How does the teacher usually look at you?
¿Que cara hace la maestra cuando te mira a tí?



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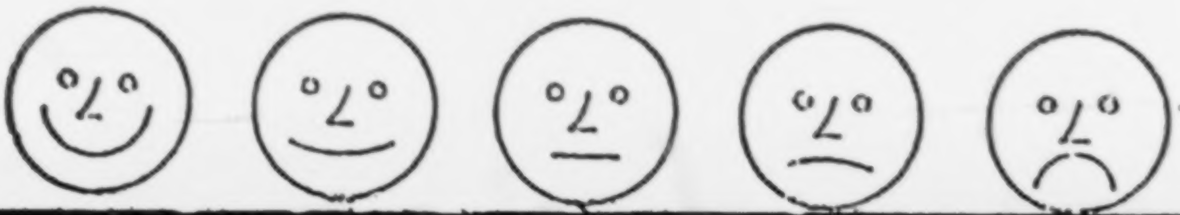
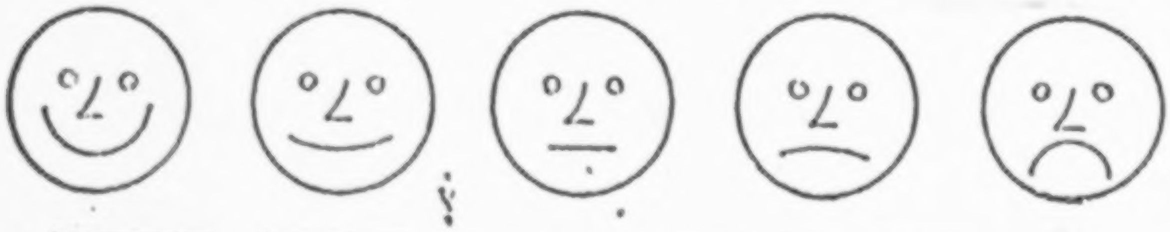
4. How do you feel when it is time to come to school each day?
¿Como te sientes cuando se llega la hora de ir a la escuela?



5. How do you feel when you speak Spanish?
¿Cómo te sientes cuando hablas español?



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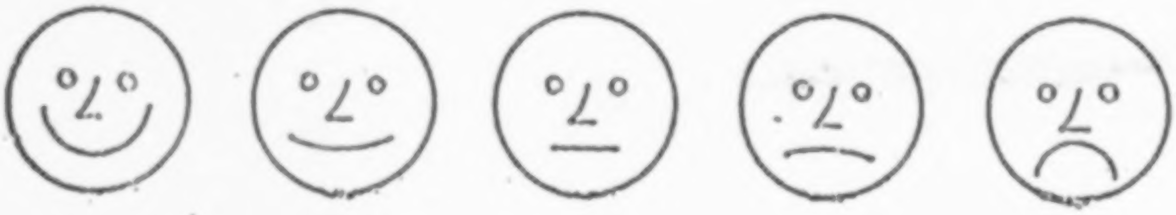
6. How do you feel when you look in the mirror?
¿Cómo te sientes cuando te ves en el espejo?



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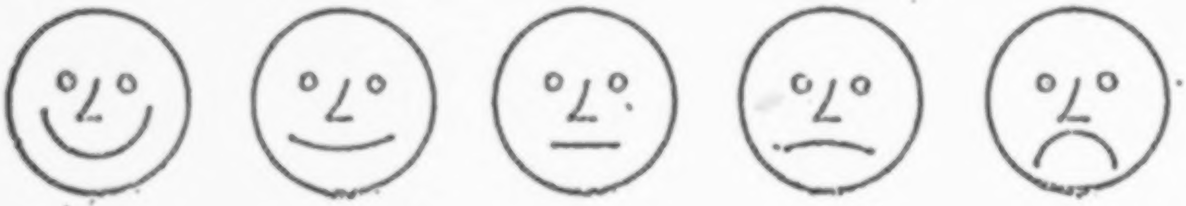
7. How do you feel when you speak English?
¿Cómo te sientes cuando hablas inglés?



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Developed by Mr. Ron Klinger
Education Service Center
Region XIII

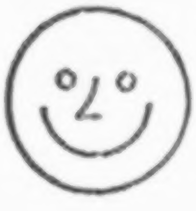
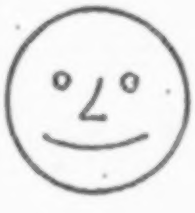
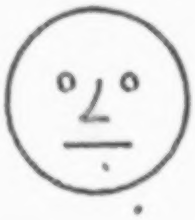
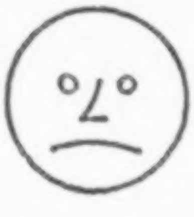
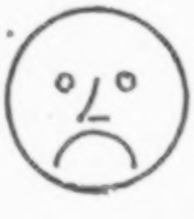
MY CLASSMATES

MIS COMPAÑEROS DE CLASE

Everyone knows someone he likes and someone he does not like very much. Some of us have many friends, while others of us have one or two friends. I am interested in learining how each of you feel about all of your classmates. Here are some questions; check or mark the face that best shows the answer. There are not right or wrong answers. The way you see things is what counts.

Todos nosotros tenemos amiguitos que nos gustan mucho o nos gustan un poquito. Algunos tenemos muchos amigos, mientras que otros de nosotros tenen nadamas uno o dos amigos. Me gustaría saber como se sienten acerca de sus companeros de clase. Las siguentes son unas preguntas que les voy a hacer; marquen la cara que mas bien muestra la respuesta. Estas preguntas no pueden ser correctas or incorrectas solo indican lo que ustedes sientes. Lo que vale es lo que ustedes sienten.

1. How do most of the other children in this class look when they talk to you?
¿Qué cara hace los otros ninos cuando hablan contigo?

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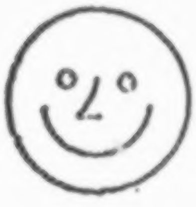
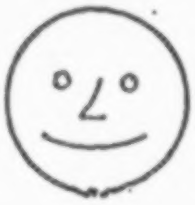
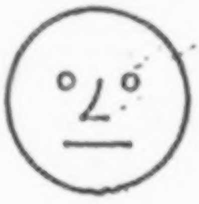
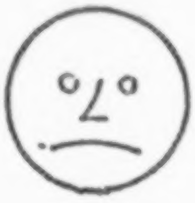
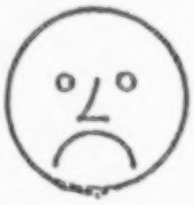
2. How do you feel about most of the other children in this class?
¿Como te sientes acerca de los otros ninos en esta clase?

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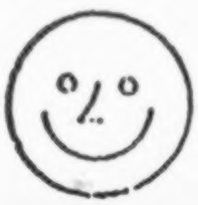
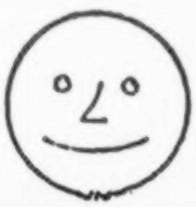
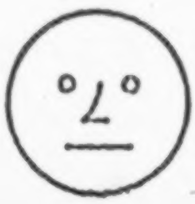
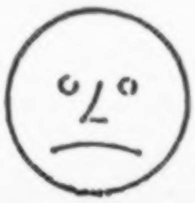
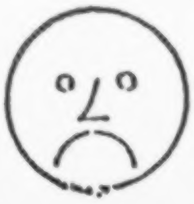
3. When you are asked to play with a group of classmates, how do they treat you?
¿Cuando te dicen que juegues con un grupo de ninos, como te tratan ellos a ti?

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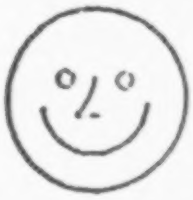
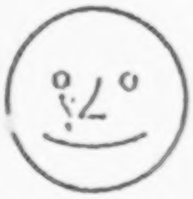
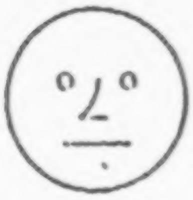
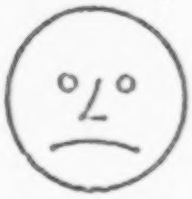
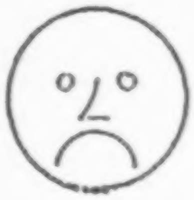
4. When you have a story to tell your classmates, how do they look at you?
¿Cuando les cuentas un cuento a tus compañeros de clase, como te miran a ti?











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CONSULTANTS

Brophy, Jere E., PhD. Research and Development Center for Teacher Education, The University of Texas at Austin. Helped with evaluation design, test development and assessment of teacher-child behavior (Dyadic).

Emmer, Edward, PhD. Research and Development Center for Teacher Education, The University of Texas at Austin. Helped with evaluation design, test development, assessment of teacher-child behavior (Dyadic and CASES), and behavior modification principles.

Frost, Joseph, PhD. Department of Curriculum and Instruction, The University of Texas at Austin. Presented program to teachers concerning diagnosis of reading problems in children.

Good, Thomas L., PhD. Research and Development Center for Teacher Education, The University of Texas at Austin. Helped with assessment of teacher-child behavior (Dyadic).

Guardia, Alice Y. Undergraduate student at the University of Texas at Austin. Permanent address: 211 Tiner, San Antonio, Texas. Trained observers for CASES observations, presented system to teachers at inservice session.

Guzak, James, PhD. Department of Curriculum and Instruction, The University of Texas at Austin, Diagnosis of reading problems in children; also program auditor.

Hanson, Joseph, Department of Educational Psychology, The University of Texas at Austin. Helped with statistical analysis of results.

Harris, Ben M. PhD. Department of Education Administration, The University of Texas at Austin. Presented Flanders system and behavioral objectives at teachers' inservice, visited classrooms and provided suggestions for program modification.

Hereford, Carl F., PhD. Department of Educational Psychology, The University of Texas at Austin. Helped with test development, bi-cultural considerations in education, administrator for undergraduate research course for observers using CASES and DYADIC systems and for artists-consultants in test development.

Klinger, Ronald L., PhD. Indiana University (Formerly at Region XIII Education Service Center, Austin.) Helped with test development, evaluation design, use of CASES in classrooms.

Michel, Joseph, PhD. Director of Foreign Language Education at The University of Texas at Austin. Visited classrooms, presented to teachers at inservice training and to all attending the Bilingual Awareness Conference the teaching problems in the area of language development and reading.

Oakland, Thomas, PhD. Department of Educational Psychology, The University of Texas at Austin. Helped with evaluation design and with problems of implementing a criterion-referenced testing program.

Paredes, Kathy, Research and Development Center for Teacher Education, The University of Texas at Austin. Trained observers using the DYADIC system.

Perkins, Carol, Region XIII Education Service Center, Austin, Texas. Presented to all project teachers and to parents in locale 3 songs, games and dances in both Spanish and English many of which are her own. Also developed content of "Carrascolendas", the bilingual televison program viewed regularly in the project classrooms.

Pool, Mike, Region XIII Education Service Center, Austin, Texas. Presented to teachers the problems of introducing to children both the English and Spanish languages. Also coordinated the "Carrascolendas" television program.

Rivera, Juan, National Consortia for Bilingual Education, Fort Worth, Texas. Helped in all stages of test development and evaluation design.

Vela, Irma, Parent who presented to teachers an inservice program of dances and songs which are a part of the local Mexican American culture.

Vasquez, Gerard, Program Coordinator for Early Childhood Education at Southwest Educational Developmental Laboratory, Austin, Texas. Presented to teachers the rationale and need for a well-developed parental involvement program.

Veldman, Donald J. Research and Development Center for Teacher Education, The University of Texas at Austin. Helped with statistical ayalysis of tests developed by the program.

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2. Comprehensive Observation Guide in Harris, Ben M. and Bessent, Wailand. In-service Education, Englewood Cliffs; New Jersey: Prentice-Hall Inc., 1969.

3. Flanders Interaction Analysis in Flanders, N.A. Interaction Analysis in the Classroom: A Manual for Observers. Ann Arbor, Michigan: School of Education, University of Michigan, 1963.

4. CASES system in Spaulding, Robert L. Behavior Analysis and Treatment. San Jose State College, 1970.

5. DYADIC system in Brophy, Jere E. and Good, Thomas L. Teacher-Child Dyadic Interaction: A Manual for Coding Classroom Behavior, University of Texas at Austin: The Research and Development Center for Teacher Education, 1969.